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ABSTRACT

Designed to provide pre- and inservice vocational education administrators with the skills necessary to manage student recruitment and admissions, this competency-based learning module consists of an introduction and three sequential learning experiences. Topics covered in the first learning experience include developing a hypothetical recruitment plan, identifying available funds, establishing recruitment priorities, selecting recruitment techniques, determining who will be involved in recruitment, scheduling, and evaluation strategies. The second learning experience focuses on the performance of an administrator in a given case study in managing the institution's admissions procedures. Hands-on experience in managing student recruitment and admissions, while working in an actual administrative situation, is provided in the final learning experience. (Related competency-based vocational education administrator modules covering curriculum development, program evaluation, improving instruction, staff development, and program promotion are available separately through ERIC--see note.) (MN)

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Leadership and Training Series No. 58B-11

MANAGE STUDENT RECRUITMENT AND ADMISSIONS

COMPETENCY-BASED VOCATIONAL EDUCATION ADMINISTRATOR MODULE SERIES

Consortium for the Development of Professional
Materials for Vocational Education

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FOREWORD

The need for competent administrators of vocational education has long been recognized. The rapid expansion of vocational education programs and increased student enrollments have resulted in a need for increasing numbers of vocational administrators at both the secondary and postsecondary levels. Preservice and inservice administrators need to be well prepared for the complex and unique skills required to successfully direct vocational programs.

The effective training of local administrators has been hampered by the limited knowledge of the competencies needed by local administrators and by the limited availability of competency-based materials specifically designed for the preparation of vocational administrators. In response to this pressing need, the Occupational and Adult Education Branch of the U.S. Office of Education, under provisions of part C--Research of the Vocational Education Amendments of 1968, funded the National Center for a scope of work entitled "Development of Competency-Based Instructional Materials for Local Administrators of Vocational Education" during the period 1975-77. That project had two major objectives:

1. To conduct research to identify and nationally verify the competencies considered important to local administrators of vocational education.
2. To develop and field test a series of prototypic competency-based instructional packages and a user's guide. One hundred sixty-six (166) high priority competencies were identified and six prototypic modules and a user's guide were developed, field tested, and revised.

While six modules had been developed, many more were needed to have competency-based materials that would address all the important competencies that had been identified and verified. In September 1978 several states joined with the National Center for Research in Vocational Education to form the Consortium for the Development of Professional Materials for Vocational Education. Those states were Illinois, Ohio, North Carolina, New York, and Pennsylvania. The first five states were joined by Florida and Texas later in the first year. The first objective of the Consortium was to develop and field test additional competency-based administrator modules of which this is one.

Several persons contributed to the successful development and field testing of this module on managing student recruitment and admissions. Lois G. Harrington, Program Associate,

assumed the major responsibility for reviewing the literature and for preparing the actual manuscript. Special recognition goes to the three consultants who helped conceptualize the module and prepared draft materials for the manuscript: Lionel G. Drechsel, Vocational and Planning Director, Ogden City School District, Ogden, Utah; Don Fisher, Assistant Dean of Instruction, Los Angeles Trade-Technical College, Los Angeles, California; and John P. Morgan, Superintendent, Westerville, Ohio.

Acknowledgement is given to the three official reviewers who provided critiques of the module and suggestions for its improvement: Marlin D. Johnson, Chief Administrator, Uintah Basin Vocational Center, Roosevelt Utah; Richard J. Orczyk, Director of Occupational Planning, Rochester City School District, Rochester, New York; and Lee D. Rawhouser, Vice-President, Northeast Technical Community College, Norfolk, Nebraska.

Credit goes to Robert E. Norton, Consortium Program Director, for providing program leadership and content reviews. Thanks go to James B. Hamilton, Senior Research Specialist, for his helpful assistance; and to Ferman B. Moody, Associate Director for Personnel Development, for his administrative assistance.

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Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

INTRODUCTION

Attracting qualified, interested students to the vocational programs offered by the institution (recruitment) and helping these students enroll in appropriate programs (admissions) are two tasks requiring the attention of the vocational administrator if the vocational programs are to succeed. A valuable data processing program cannot sustain itself if sufficient numbers of prospective students do not enroll because they are unaware of its existence. Students who find they cannot graduate as planned, because they lack sufficient credit hours or a required course, will not be likely to convey a positive view of the program (or institution) to others.

An administrator's responsibility for each of these tasks--recruitment and admissions--may vary in scope depending on (1) his/her administrative level; (2) whether he/she is in an area vocational school, a comprehensive high school, or postsecondary institution; and (3) the size of the institution and number of support staff. However, even if the administrator can delegate responsibility to public relations staff, counselors, other administrators, and teachers, ultimately the responsibility for these tasks rests with the administrator. It is up to the administrator to do the following:

- Precede any delegation of responsibility with solid planning
- Supplement delegation with reasonable assistance and monitoring
- Follow up on the delegated tasks to ensure their successful completion and to assess how the completion of such activities could be improved in the future

This module is designed to provide you with background information on recruitment and admissions. Hands-on experiences are also provided to help you acquire the skills you need to (1) define your own administrative role in these activities, and (2) effectively manage recruitment and admissions as part of your duties--current or future--as an administrator in an actual secondary or postsecondary institution.

Module Structure and Use

This module contains an introduction and three sequential learning experiences. Overviews, which precede each learning experience, contain the objectives for each experience and a brief description of what the learning experience involves.

Objectives

Terminal Objective: While working in an actual administrative situation, manage student recruitment and admissions. Your performance will be assessed by your resource person, using the "Administrator Performance Assessment Form," pp. 79-83. (Learning Experience III)

Enabling Objectives:

1. After completing the required reading, develop a hypothetical recruitment plan for a given situation. (Learning Experience I)
2. After completing the required reading, critique the performance of an administrator in a given case study in planning and managing the institution's admissions procedures. (Learning Experience II)

Prerequisites

There are no prerequisites for this module. However, since recruitment and promotion are so closely tied together, you may wish to complete the following module concurrently with this one:

- Promote the Vocational Education Program

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references specific to your situation, and (3) to get assistance in setting up activities with peers or observations of skilled administrators.

Learning Experience I

Required

- A RESOURCE PERSON to evaluate your competency in developing a hypothetical recruitment plan.

Optional

- A MEDIA PRESENTATION DESIGNED FOR RECRUITMENT PURPOSES that you can view.
- SAMPLE PRINTED RECRUITMENT MATERIALS that you can review and critique.
- AN ADMINISTRATOR OR OTHER PERSON RESPONSIBLE FOR RECRUITMENT whom you can interview concerning recruitment procedures and techniques, problems and solutions.
- STAFF AT FEEDER SCHOOLS whom you can interview concerning appropriate vocational awareness and recruitment activities.
- STUDENTS whom you can interview concerning their impressions of vocational education.
- PROSPECTIVE STUDENTS whom you can interview to determine what questions they have about a particular institution and its vocational programs.
- STUDENT VOCATIONAL ORGANIZATION MEMBERS whom you can interview concerning their possible role in recruitment.

Learning Experience II

Optional

- AN EXPERIENCED ADMINISTRATOR whom you can interview concerning his/her role in the admissions process.
- STAFF WITH DIRECT RESPONSIBILITY FOR ADMISSIONS/ENROLLMENT whom you can interview concerning recommended procedures, do's and don'ts, problems and solutions.

Learning Experience III

Required

- AN ACTUAL ADMINISTRATIVE SITUATION in which, as part of your duties, you can manage student recruitment and admissions.
- A RESOURCE PERSON to assess your competency in managing student recruitment and admissions.

Selected Terms

Administrator--refers to a member of the secondary or postsecondary administrative team. This generic term, except where otherwise specified, refers to the community college president, vice-president, dean, or director; or to the secondary school principal, director, or superintendent.

Board--refers to the secondary or postsecondary educational governing body. Except where otherwise specified, the term "board" is used to refer to a board of education and/or a board of trustees.

Institution--refers to a secondary or postsecondary educational agency. Except where otherwise specified, this generic term is used to refer synonymously to secondary schools, secondary vocational schools, area vocational schools, community colleges, postsecondary vocational and technical schools, and trade schools.

Resource Person--refers to the professional educator who is directly responsible for guiding and helping you plan and carry out your professional development program.

Teacher/Instructor--these terms are used interchangeably to refer to the person who is teaching or instructing students in a secondary or postsecondary educational institution.

User's Guide

For information that is common to all modules, such as procedures for module use, organization of modules, and definitions of terms, you should refer to the following supporting document:

> Guide to Using Competency-Based Vocational Education Administrator Materials. Columbus, OH: The Center for Vocational Education, The Ohio State University, 1977.

This module addresses task statement numbers 50, 51, and 80 from Robert E. Norton et al., The Identification and National Verification of Competencies Important to Secondary and Post-Secondary Administrators of Vocational Education (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1977). The 166 task statements in this document, which were verified as important, form the research base for the National Center's competency-based administrator module development.

Learning Experience I

OVERVIEW

Enabling Objective

After completing the required reading, develop a hypothetical recruitment plan for a given situation.

Activity

You will be reading the information sheet, "Student Recruitment," pp. 9-30.

Optional Activity

If your situation allows, you may wish to increase your knowledge of available recruitment practices by completing one or more activities involving contacts with actual school situations (e.g., interviews with administrators, or locating and critiquing existing recruitment brochures).

Activity

You will be developing a hypothetical recruitment plan for a given situation by completing the "Recruitment Worksheet," pp. 33-36.

Feedback

Your completed "Recruitment Worksheet" will be evaluated by your resource person, using the "Recruitment Checklist," pp. 37-38.

Activity For information describing what student recruitment is, why it is important, and specifically, what techniques can be used, read the following information sheet.

STUDENT RECRUITMENT

While many differences exist among the types of institutions that offer vocational education programs, a successful vocational education program, in any institution, requires students as well as teachers, facilities, and a relevant curriculum. Students do not automatically appear on opening day. Rather, a number of student recruitment activities must be planned and carried out by both secondary and postsecondary institutions to make prospective students aware of and interested in enrollment. As a vocational administrator, you will be responsible for supervising and participating in the planning and implementation of various recruitment activities. In developing an overall recruitment plan, you and your staff will need to do the following:

- Identify funds available for recruitment
- Establish recruitment priorities
- Select a variety of recruitment techniques
- Decide who will be involved in the various recruitment activities
- Determine when the various activities are to be conducted
- Determine how recruitment activities will be evaluated
- Develop the budget for recruitment

Identifying Available Funds

When the institution's annual operating budget was determined, a certain amount of money should have been earmarked for recruitment purposes (e.g., recruitment of new students or of adults for continuing education programs). Ideally, this should have been determined based on recruitment plans. If money was not specifically designated for recruitment, it might be possible to obtain a special appropriation from uncommitted funds. Thus, your first step in developing specific recruitment plans is to identify the resources available to you for this purpose. These resources may include services and materials on hand, as well as funds.

Establishing Recruitment Priorities

Before you are able to select recruitment strategies and clearly establish how and when these strategies are to be carried out, you as an administrator must have established a basis for making rational decisions concerning these specific recruitment matters. In other words, you and your staff need to establish your recruitment priorities based on (1) a careful consideration of the nature and goals of your institution, and (2) subsequent decisions concerning who should be recruited, where these persons are located, and how actively they should be recruited. Establishment of these priorities will allow you to select the recruitment strategies that are most appropriate to the characteristics and needs of your particular educational institution.

Institutional nature and goals. The institution for which you serve or will serve as an administrator may be (1) a comprehensive high school that includes a vocational program, (2) a secondary area vocational school serving several high schools (feeder schools), or (3) a postsecondary institution (two-year technical school, community college, or junior college). These three settings are quite different in many ways and require different recruitment strategies. Successful recruitment of students into vocational programs in a comprehensive high school means program survival; at the postsecondary level, successful recruitment may have implications for institutional survival.

In addition to considering the broad nature of your institution, there are factors specific to an institution that need to be considered, including the following:

- Are there admission requirements for your institution as a whole?--This is most relevant at the postsecondary level, although a secondary area vocational school may also impose certain requirements for admission. For example, is a certain grade point required? Are there minimum/maximum age limits? Does your postsecondary institution admit only students with high school diplomas and those who have passed equivalency exams, or are others admitted under special circumstances? According to your state plan, who is eligible for enrollment?
- What vocational/technical programs does your institution offer? Which programs have enjoyed full enrollment over the years and which, if any, need recruiting help to increase enrollments?--For what reason(s) has the enrollment been low: Are people unaware of the program? Is the instructor ineffective? Are there other instructional weaknesses? Are program graduates unable to get jobs? Answers to these kinds of questions are critical if you are to plan relevant strategies to remedy the problem.

Are you offering any new programs for the first time that may require special recruitment attention?

- What are the entry requirements for individual program offerings?--Are certain courses or testing requirements prerequisite to program entry?

- What special requirements is your institution committed to meeting?--Because of recent legislation, it is extremely important that each educational institution upholds its responsibility for ensuring equal access to its vocational programs. You are mandated by law to see that no individual is denied recruitment information by virtue of his/her sex, religion, race, or handicapping condition. What measures can you take to ensure that this mandate is met? How can you reach prospective students who have previously been unfairly discouraged from enrolling in vocational programs? How can you provide encouragement for both men and women who wish to enter occupational programs that are nontraditional for their sex? Will your institution be mainstreaming students with special needs into the regular classroom, developing separate special needs programs, or both? If you plan to offer special programs for the training of such groups as minorities, dropouts, and the unemployed (e.g., cooperative education for the disadvantaged or CETA-supported programs), such programs are often supported by special funding. If so, there may be specific eligibility requirements. These requirements will influence your recruitment priorities and activities.

- Are there any other factors influencing your recruitment decisions?--For example, outright advertising via posters or public address announcements is often discouraged in secondary schools because every student "recruited" from one class could cause enrollment problems for another. On the other hand, advertising may be acceptable, and even encouraged, if it is designed to recruit dropouts, disadvantaged students, and students for programs nontraditional for their sex. In addition, if you are recruiting students from a high school into a secondary area vocational school, your recruitment activities would have to be coordinated and compatible with the guidelines and policies set by that school. If you are at the postsecondary level, you may be required to limit your recruitment activities to a given geographic area (e.g., a school district or specified counties) in order not to "steal" students within the geographic "jurisdiction" of another, similar institution.

- Who must approve any proposed recruitment activities?--Is your sign-off sufficient or do you need to gain higher administrative approval? Should the advisory committee/council be asked to review and endorse certain recruitment plans?

Who and where. Who should be recruited and where they can be found will, in large part, be defined by your answers to the previous questions. Again, the type of institution in which you work will greatly determine whom you will be serving. However, a primary goal of any educational recruitment program should be to enroll those individuals whose qualifications, career objectives, and needs correspond with the requirements, intended outcomes, and goals of the vocational and/or technical programs offered by your institution.

If you are an administrator of a comprehensive high school, you will be working with whatever student population is assigned geographically to your secondary school. Your prospective vocational students will be limited primarily to those enrolled within the school, plus dropouts and transfers. Thus, a great deal of your recruitment effort can be spent on in-school activities (e.g., bulletin boards, school assemblies, or work with counselors). In addition, however, some preliminary awareness and liaison activities may appropriately be conducted at feeder schools (i.e., junior high schools).

If you are an administrator of a secondary area vocational school, your institution may offer students a wider diversity of vocational programs from which to choose, and your recruitment area will include the secondary students enrolled in a number of district feeder schools. In recruiting these students, probably primarily through activities conducted at the feeder schools, you need to bear in mind that you are not just asking them to select vocational programs, but to leave their home school (and friends) for at least part of the day.

In contrast to the daytime classes at the comprehensive high school and the secondary area vocational school, the prospective students for adult evening classes or for two-year postsecondary institutions would be high school graduates and older adults from a large geographic area who want or need to enter vocational programs in order to acquire entry-level skills, update their present skills, or be retrained. Of course, many postsecondary students are recruited from secondary schools locally, across the state, or even from outside the state, especially in cases in which unique or very specialized training is offered. However, in view of declining secondary school enrollments, it is becoming increasingly important for vocational administrators to direct their recruitment efforts toward older adults (e.g., women who wish to reenter the labor market, retirees, men and women who are involved in a career transition, or the handicapped and economically disadvantaged whose educational and employment opportunities have been limited). Consequently, your recruitment activities would have to be more diverse, designed to reach a broader audience, and geared to tap a wider range of promotional mediums.

Three other sources of students, especially for the postsecondary level, that should not be neglected are employers, unions, and government programs. Each of these three sources has training needs that, with coordination and cooperation, your institution may be able to meet, totally or in part. For example, to obtain journeyman status in an occupation, most individuals must complete an apprenticeship program that involves two components: on-the-job training and related classroom instruction. Who is going to provide the related classroom instruction for these individuals? If you can work with the union and employer--often represented on a joint apprenticeship and training committee (JATC)--and convince them that your institution has the capability to cooperatively work with them to meet their training needs, your institution could provide the course work for apprentices. The JATC often controls a local training trust fund and may be willing to help defray part of the program and instructional costs.

Federal programs designed to provide training for employment need to be considered, also. These may change as federal policies change, so you need to keep up to date in this area if you are to be responsive to these identified needs. For example, CETA (Comprehensive Employment and Training Act) programs can be an excellent source of students. By including a CETA counselor on the advisory committee and keeping the CETA office informed of their program in practical nursing, one area vocational center secured the enrollment of ten additional students in their adult practical nursing class.

How actively to recruit. As with the "who and where" decisions, part of your decisions in this area will have been determined based on your answers to the questions concerning your institution's nature and goals. You will know, for example, that you need to be careful not to authorize heavy vocational recruitment activities at the secondary level that could be construed as unfair to other programs. You would know if your postsecondary recruitment efforts had to be limited to a specific geographic area.

At the secondary level, the recruitment activities should be equitable to all programs. Much of the recruitment may well take the form of "awareness" activities (i.e., informing students about the full range of opportunities available to them in advance through such techniques as conferences with counselors or advisors, school assemblies, or bulletin board displays). However, if a new program is planned or if special populations (e.g., disadvantaged, limited English proficiency, handicapped, or women) are sought, then a more intensive recruitment effort may be required, at least initially.

If you are an administrator in a postsecondary institution, you will be competing with other postsecondary institutions (e.g., colleges and universities, proprietary schools, and other two-year colleges) in order to attract students. In addition, if the prospective student is employed, you are competing for his/her work or recreation time. As a result, it will probably be necessary for you to implement an aggressive, as well as comprehensive, recruitment program. You will need to develop contacts not only with secondary schools, but also with a variety of organizations in the community (e.g., the chamber of commerce, service clubs, employment agencies, unions, agencies representing special needs groups, and organizations associated with business and industry).

Selecting Recruitment Techniques

There are many different techniques that can be successfully used in recruiting students. The techniques vary from word of mouth, to printed materials, to audiovisual presentations. Based on your previous analysis of the institution in which you work, you should be fully aware of the opportunities, constraints, and recruitment activities that will be appropriate and acceptable. While not all inclusive, a list and brief description of some of the most useful recruitment techniques available follows.[1]

Contacts with counselors and other staff. One of your initial concerns in the supervision of recruitment activities should be to see that regular contacts are established with counselors. If you are in a comprehensive high school, you will need to make sure that the counselors there have accurate information about all of your vocational and/or technical programs--and that they understand this information. As an administrator of a secondary area vocational school, you also should be sure that counselors in your school and in all of the secondary feeder schools are appropriately informed. Similarly, if you are in a postsecondary institution, you should make certain that counselors in the secondary schools, area vocational schools, and adult career counseling agencies are knowledgeable of the opportunities available through your programs.

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[1] For more detailed information on the developmental aspects of these techniques (e.g., step-by-step guidelines for producing a brochure from start to finish), you may wish to refer to the ten modules in Category G: School-Community Relations, part of the Professional Teacher Education Module Series produced by the National Center for Research in Vocational Education (Athens, GA: American Association for Vocational Instructional Materials, 1978). Each of these modules contains a performance checklist for evaluating the skill covered (e.g., development of a brochure). You could use these checklists to evaluate the execution and completion of these activities in your own institution.

Not only should you attempt to provide recruitment information through counselors, you should assure the counselors of your staff's willingness to respond to requests for information from prospective students and their parents. Remember, too, it is not sufficient just to furnish counselors with information at sporadic intervals. Rather, it is essential that you and your staff members keep in touch on a regular basis so that you can share current descriptions of programs, job opportunities, and the successes of past graduates.

In view of the fact that students obtain part of their knowledge of the programs available in their school through formal or informal interactions with their instructors, it is important to ensure that the instructors know about and believe in the value of courses other than their own. Too often, the academic teacher has limited information about the vocational courses. Too often, the vocational instructor has little interaction with academic instructors. Activities that require teachers and counselors to share information about the courses and their value may help to instill mutual respect and support.

If students are exposed only to general education teachers and counselors, some of whom, as college graduates themselves, regard vocational education as a "dumping ground" and a "dead-end street," this will very much affect your recruitment efforts. The teacher who feels strongly that women do not belong in auto mechanics classes can also hinder your efforts. Strong measures are required to dispel these stereotyped notions. One area vocational school dealt with this issue by including the most outspoken "adversary" on a program review committee. It worked wonders.

In addition, staff must be aware of the need to "recruit" among their present students. For example, the secondary school industrial arts wood instructor can recruit students in his/her classes for next year's vocational building trades class. The teacher of beginning typing can recruit able students for advanced business classes.

Public presentations, displays, open houses. In addition to establishing and maintaining contacts with counselors and other staff, it is also important that you and your staff make presentations to a variety of groups within the educational institution and community (e.g., parent-teacher organizations, service organizations, civic associations, labor organizations, and secondary and postsecondary student groups). These and many other groups would be interested in a variety of topics related to your institution and its instructional programs, depending upon the occupations, age, and interests of the intended audience. Many opportunities for providing recruitment information to school and community groups can be generated if some time and effort is spent in informing these groups of the availability of speakers from your institution. As a vocational administrator, you will be expected to maintain liaison with a variety of organizations (e.g., PTA, Lions, or chamber of commerce) as part of the school-community relations function of your job. It will be your responsibility to make these groups aware of speakers available from your school and to encourage such efforts on the part of your staff.

You may want to have a short slide/tape presentation about the institution and its programs that can be supplemented with additional recruitment material about the specific program(s) being discussed. Depending on your budget and institutional capabilities, this may be prepared by a business specializing in such promotional media, by staff in-house who have the necessary audiovisual and promotional expertise, or by students enrolled in a photography or audiovisual course. Overhead transparencies or high-quality posters or charts may also be developed, usually easily and inexpensively, to enhance the attractiveness of the presentation/display and increase the variety of materials used.

The advantage of these types of materials is that most of the institutional staff can easily use them. Staff can also be encouraged to develop similar material in their own specialty areas to complement and supplement the institutional materials. A well-prepared slide/tape may be so self-explanatory that it can be shown by others without a member of the school present at all. Care must be taken to appropriately modify the materials to fit each occasion and audience for which they are used, and to have appropriate brochures and other handout materials available to meet the needs of the occasion. It is also important to remember that these types of recruitment materials need to be reviewed at least annually and updated if necessary.

Displays can be utilized at various functions to provide public information and program promotion to groups that normally would not come into contact with the institution's personnel. Places where displays can be used effectively include county and state fairs; career days in elementary and secondary schools; open houses (for example, during Vocational Education Week); inservice training meetings; conventions; and other meetings of professional groups, educators, and business or industrial groups. Displays can be used in a mobile recruitment van, store windows, shopping malls, bank lobbies, and waiting rooms of industrial concerns and businesses. A good display has color, pictures, and movement--all arranged in such a way as to catch attention and hold the viewers' interest for the few moments needed in order to comprehend the brief but positive message that is being transmitted. The display also needs to include a mechanism for interested parties to obtain additional information or assistance if desired, and directions need to be provided clearly explaining what to do to get this additional help, for example:

- Reading a brochure and sending in a postcard
- Pushing a button to hear a recording with more information and directions to leave a name and address at the sound of a tone
- Talking to a representative from the institution

Displays tend to be a little more difficult to manage than other methods of communication. They can be expensive to construct, maintain, and store; and they require regular attention and supervision while in use if materials, sound recordings, or other devices are used to get feedback. They generally have only a brief message and must be of high quality to compete with other activities and displays that are in the same area. However, a good display with a feedback mechanism tends to reach audiences not otherwise reached.

Open houses, career days, science fairs, and other special occasions provide excellent opportunities to keep the general public informed about the institution and to recruit potential students for the various instructional programs. It gives them a chance and a reason to visit the facilities, meet students and staff, and become familiar with the institution's mission, needs, and programs.

If the event is to encompass the entire instructional program, it will require the cooperation of most of the institutional staff. Planning and coordinating activities will need to occur well in advance to be sure everything for the occasion is taken care of, including having the facilities in good condition. The person responsible for the occasion (you or a designated staff member) needs to coordinate facility preparation, staff input, student and student vocational organization input, publicity, invitations, reception, program, outside speakers, entertainment, displays, information and materials, refreshments, and cleanup.

As an administrator, you would likely delegate most of the many activities to appropriate persons. You would then need to follow up to see that all activities are progressing according to a time schedule or to make adjustments for unforeseen circumstances. Career days--with informational booths and presentations sponsored by the institution, employers, women's organizations, special needs agencies--are a big undertaking, but they can pay many dividends as a promotional and recruitment activity. The keys to success in such a venture are delegation, planning, coordination, follow-through, and recognition of all who helped.

One caution: A well-publicized open house may attract prospective students, their parents, and interested employers to the institution, but that is only half the battle. If, upon arrival, these persons encounter disorganization or if the information presented (printed and oral) is boring, condescending, or full of educational jargon, you have defeated your purpose. The open house needs to be planned to meet the needs, interests, and abilities of your target audience, and special care needs to be taken to ensure that a person entering the door does not get lost in the shuffle. In other words, the logistics for the program need to be simple and well-organized, and staff or students should be available (and visible) to help guests with questions and to direct them around the building if necessary.

Also, in planning open house activities, you need to take a realistic look at those groups who can be expected not to attend. If long travel distances are involved, you may not draw part of your target population--economically disadvantaged and handicapped, for example. Limited-English-proficiency populations may also be hesitant to attend an activity in which only English will be spoken for the most part. Other contacts, using appropriate techniques, will need to be made to reach these audiences. Outreach programs and specially designed presentations conducted within specific communities can be very successful. For example, a school representative who speaks fluent Navajo could make a presentation in a community center located in a geographic area with a heavy Navajo population.

Printed materials. It is unrealistic to expect to reach all prospective students in person. Hence, printed materials such as program brochures, catalogs, and course schedules can be effective means for drawing attention to your programs. These can be distributed in a variety of ways: through a mail-out to a specific target population; through a general mail-out; at information centers, displays, lobbies, open houses; or in response to a specific request from a potential student. In some schools, an admission packet of information is put together for each program or cluster. This packet is then available to students requesting information about a specific area.

Brochures should be developed to meet the specific information needs of a designated audience. For example, if you are attempting to recruit women as students in program areas that are considered nontraditional for their sex, then you will need to design a brochure to make women aware of the advantages of "nontraditional" occupations, as well as your institution's interest in preparing women for these occupations. For example, a brochure from Los Angeles Trade-Technical College contains the following statement--which would be equally appropriate at the secondary level:

> EXPANDING OPTIONS FOR WOMEN--Under Title Seven of the Civil Rights Acts of 1964, it is illegal for employers to discriminate against women and minorities in all areas of employment. But unfounded myths have channeled a large percentage of the labor force into traditional female job ghettos where women stifle in an atmosphere that prevents equal opportunities. Until recently, many women felt locked into these roles, with little or no chance for advancement. Some women have discovered that their best chance for being paid equally is in nontraditional job areas. Many are now learning to avoid the sex role trap that locks them into lower-paying positions. Women enrolling at Trade-Tech are breaking the barriers of ignorance and gaining acceptance in today's working world.

A brochure can be designed to meet a specialized need, such as the one in the previous example, or the more general needs of the institution, for example:

- A brochure on the total institution, highlighting the philosophy and background of the institution; listing program or course offerings by title; describing any special program offerings in more depth; and providing some general information regarding admissions, requirements, degrees, accreditations, and so on.
- A brochure on a single program or the course offerings related to a single career (e.g., printing)
- A brochure promoting enrollment in other-than-full-time course work (e.g., continuing education or summer sessions)

As with the display, many brochures include a means for the intended audience to respond, for example, a tear-off self-addressed card to mail to the institution for further information, or an attached enrollment form.

Before you begin to develop a specific brochure, you should think through the following questions:

- Whom are you attempting to attract to the vocational program (e.g., CETA workers, adults who are already employed, retirees, high school sophomores, handicapped students, or the economically disadvantaged)?

- How is your institution geared to help these individuals meet their vocational education needs?
- What particular advantages are offered by your programs (e.g., evening classes, co-op experiences, work study, or individualized instruction)?
- What evidence can you provide regarding the success of past graduates (e.g., appropriate salaries or opportunities for promotion)?
- What other information would prospective students like to have (e.g., maps, schedules, parking information, food service availability, extracurricular activities, financial aid information, directory of staff, and where to go for more information)?

Brochures can be laid out by you, by public relations (public information office) staff, instructional staff, and sometimes students. For example, members of a student vocational organization could help prepare a brochure concerning their organization. The brochures can be printed commercially or within the district or institution if the printing facilities are available. If your school has a printing program, students may produce the brochures.

Remember, however, as the administrator who is ultimately responsible for the content of a publication, you will need to be sure that the information provided is correct. Before any publication is released to the public, you need to make certain, for example, that statements regarding expected salary ranges within an occupation, opportunity for advancement, and the employment outlook are accurate and not overly optimistic. Material should also be reviewed from a legal standpoint concerning how and to what extent it obligates the institution.

In addition to developing brochures, you and your staff may be involved in the preparation of other publications, including course catalogs, student handbooks, and course schedules. Like brochures, these materials must be thorough, accurate, and easily interpreted. For example, each course description should specify course requirements and prerequisites. With regard to course schedules, it is important that all the courses to be offered are listed. While it is possible, whenever necessary, to cancel a course already listed, it is virtually impossible to obtain a sufficient number of enrollees for a course not listed.

Remember that the text of each publication should be concise and to the point. It should also be written in the language of the reader. This may mean using simple English and avoiding educational jargon, or it may mean producing a Spanish-language or bilingual publication, to name just two examples. In determining the format of a publication, it is wise to have the assistance of an expert printer or designer, if possible. Illustrations and pictures should be coordinated with the written material so that the finished product will be appealing in appearance and appropriate for the audience you wish to reach.

Throughout the process of preparing all publications, it is essential that you adhere to specified deadlines. This means that you must preplan. You, or a designated staff member, must develop an outline of the task and specify, in advance, the target dates for completing each step in order for the final due date to be met. The copy for most commercial publishers will require considerable preparation time from the "first draft" stage until final production. In school print shops, instruction takes precedence over other jobs assigned. Materials that are published too late are often useless for their intended purpose and impact.

Newspapers, radio, television. Of course, the media can provide an excellent means for disseminating recruitment information to the public. If you wish to use newspapers, radio, and television for obvious promotional purposes, then it will be necessary to *purchase* advertisements. However, there is also a great deal of promotional value to be derived from the articles and announcements that the media will carry, free of charge, as news items or public service announcements. For example, the media often covers school board meetings and will report special announcements or discussions that are part of such a meeting. In addition, the media will be interested in reporting special events sponsored by your institution, as well as certain accomplishments of the students and staff. The addition of new courses, equipment, and facilities, as well as the employment and promotion of staff members, are usually items of interest.

In order to keep the media informed of potential news items, you and your staff should establish contact with appropriate personnel at each local newspaper, radio, and television station. In addition, you will need to acquire information concerning the format you should follow in preparing articles and announcements, and any deadlines for submitting these materials.

If your institution or district has a public relations or public information officer, this person may submit news releases to the media on a regular basis. The media then decides which to run. The advantage of this approach is that, given a void, the media can always choose one of your releases to fill that void. In a sampling of news releases prepared by one two-year technical college, the following topics were addressed (similar topics would be appropriate at the secondary level):

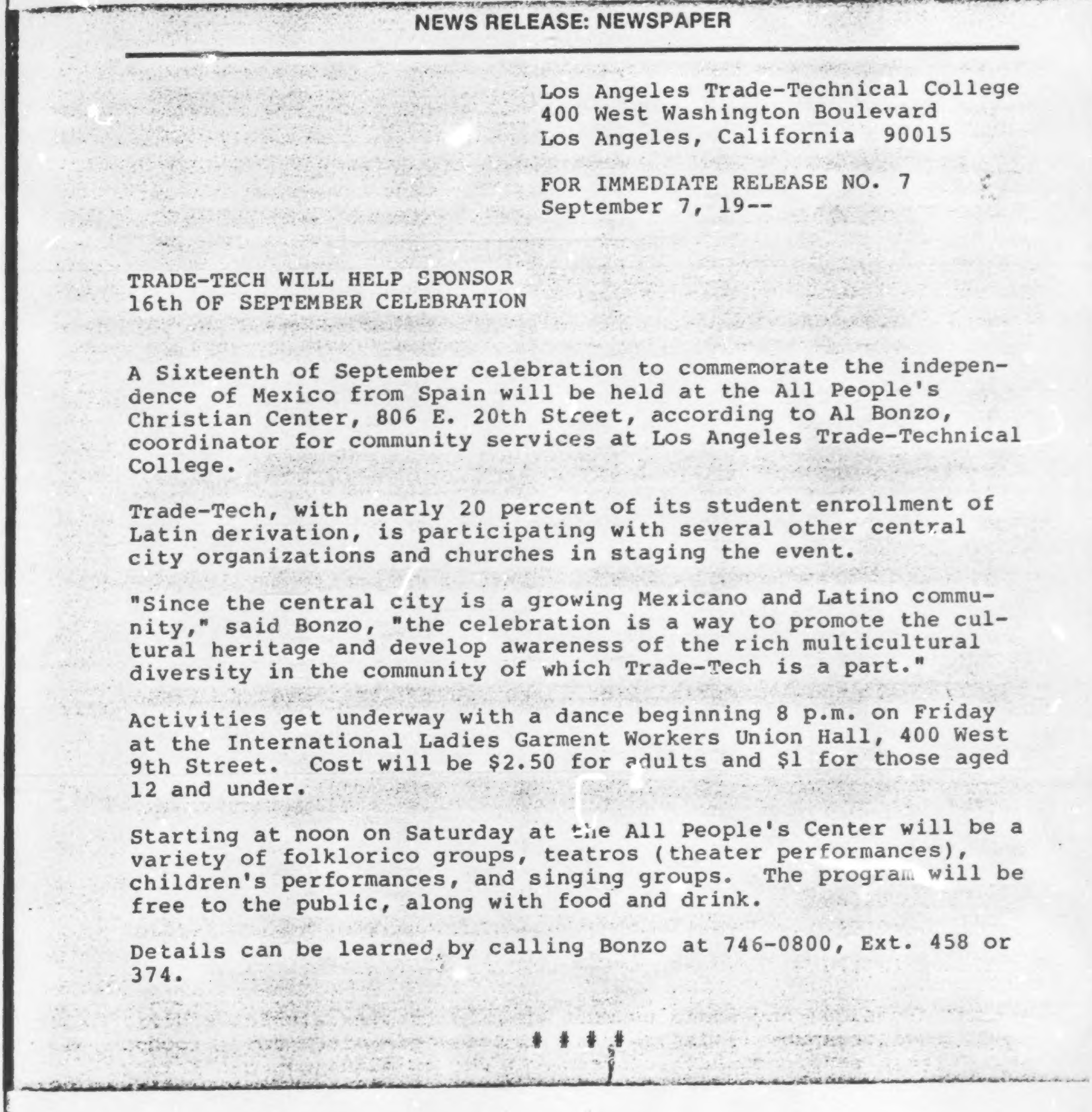
- Availability of the college's recreational facilities for community use
- Retirement of an instructor
- Initiation of two new course offerings
- Announcement of fall registration, with a modified course schedule provided
- Special community service provided by a staff member
- Description of benefits of the evening programs
- Announcement of a school-sponsored special social event, technical conference, open house
- Hiring of new staff; inauguration of new president
- Announcement of a student achievement, award, scholarship
- Provision of a free tax service, offered by the college for low income families
- Announcement of an honor or award conferred on a faculty member
- Write-up on the presentation to be made (or already made) by a guest speaker
- Opportunities available to men and women in nontraditional occupations

You need to make staff aware of what topics are newsworthy and encourage them to submit ideas to the appropriate sources accordingly. Two examples of such news releases are shown in samples 1 and 2. Notice the brevity of the information, the simplicity of the style, and the fact that all key information is included. Both of these releases are of interest to the community--people oriented--yet they indirectly promote a positive image for the institution and, thus, may encourage enrollment.

In terms of recruitment, do not forget to consider placing articles and ads in school newspapers, your own or one in a potential feeder school. If you are trying to recruit employed persons for additional training, consider placing articles in the house organ or union newsletter that reaches these employees. If you have special programming for senior citizens, identify and use media directed especially to them, for example, a free community newspaper delivered door-to-door. In other words, identify the media you know will reach your desired audience and use it. Consider, for example, sample 1. This news release could be

SAMPLE 1

NEWS RELEASE: NEWSPAPER



Los Angeles Trade-Technical College
400 West Washington Boulevard
Los Angeles, California 90015

FOR IMMEDIATE RELEASE NO. 7
September 7, 19--

TRADE-TECH WILL HELP SPONSOR
16th OF SEPTEMBER CELEBRATION

A Sixteenth of September celebration to commemorate the independence of Mexico from Spain will be held at the All People's Christian Center, 806 E. 20th Street, according to Al Bonzo, coordinator for community services at Los Angeles Trade-Technical College.

Trade-Tech, with nearly 20 percent of its student enrollment of Latin derivation, is participating with several other central city organizations and churches in staging the event.

"Since the central city is a growing Mexicano and Latino community," said Bonzo, "the celebration is a way to promote the cultural heritage and develop awareness of the rich multicultural diversity in the community of which Trade-Tech is a part."

Activities get underway with a dance beginning 8 p.m. on Friday at the International Ladies Garment Workers Union Hall, 400 West 9th Street. Cost will be $2.50 for adults and $1 for those aged 12 and under.

Starting at noon on Saturday at the All People's Center will be a variety of folklorico groups, teatros (theater performances), children's performances, and singing groups. The program will be free to the public, along with food and drink.

Details can be learned by calling Bonzo at 746-0800, Ext. 458 or 374.

# # # #

SAMPLE 2

NEWS RELEASE: RADIO

JEFCOED
Jefferson County Board of Education
A-400 Courthouse
Birmingham, Alabama 35203

August 4, 19--

Young people need to take much more care than in the past in selecting and preparing for their life's work. Those who do will find good jobs.

By 1980, 50 percent of the labor force will be female.

Have your considered the opportunities in nontraditional jobs?

Female technicians are needed; prepare yourself to be economically independent.

VOC ED is COED

For more information, talk to your high school counselor, or call Nez Calhoun, (205) 325-5244.

translated into Spanish and run in a local Spanish-language newspaper.

Again, it is critical that news releases be checked for accuracy and readability. Material published without all essential information, or with misinformation, can cause confusion and frustration. Needless to say, this would not encourage prospective students to enroll in the program or institution responsible.

Satisfied students, parents, employers. The old adage that "the best sales technique is a satisfied customer" applies to student recruitment in three respects. First, the students who have successful experiences with the institution and its occupational programs are likely to share their experiences with their friends. Satisfied students or former students are the best "salespersons" any vocational or technical program can have. Such students are constantly in the field and frequently in contact with potential students. Their positive remarks about the institution can help recruitment immeasurably. Positive comments made by the parents of successful students may also encourage their friends to enroll their children in the programs. Finally, employers who are pleased with the quality of graduates they have hired will probably seek to hire more employees from your institution. These employers can also "spread the word" about the positive experiences they have had with your graduates.

It is apparent that the success of the students who graduate from vocational programs and the satisfaction of employers are extremely important factors in your recruitment program. Even the best recruitment strategy cannot offset the effects of poor vocational programs. Thus, as an administrator, your establishment and maintenance of excellent programs are key prerequisites to successful student recruitment.

Scholarships. Although the awarding of scholarships has a broader purpose than recruitment, recruitment is certainly a part of it. In order to attract outstanding students to a postsecondary school, the institution itself may decide to offer scholarship incentives. Another possibility is to involve businesses and industries that typically hire your students. These organizations may be very happy to provide small scholarship awards (e.g., $100) to assist individual students they hope to someday hire, or in order to provide the profession in general with a qualified worker. As an administrator, you would need to be very visible in this selection/award process since you represent the school. You would also need to ensure that (1) prospective recipients are aware of the existence of the scholarship(s), (2) the awarding of scholarships is well publicized, and (3) donors are sufficiently involved and properly thanked.

Career tryouts. Some secondary and postsecondary institutions have used this technique successfully, both to increase the career awareness of secondary students and to recruit them to attend their vocational and technical programs. At Milwaukee Area Technical College, students in grades 9-11 are offered a free summer career tryout program. Lasting for one month, the program exposes students to seven career areas, providing hands-on experiences and information about the training and skills required, employment opportunities, wages, and other topics. At one area vocational school, potential students were integrated into vocational shops as "students" for one week of the year. As a result, 90 percent of these students enrolled in those programs during the following year--and the drop-out rate for these students was almost nonexistent.

As an administrator, you would need to initiate the development of such a program, arrange for the details (organizational and legal) to be worked out, secure financial support for its operation, secure faculty support to run it, maintain liaison with the secondary schools involved, ensure that the program is well publicized in advance, and monitor the operation of the program. Although this is a potentially more costly recruitment technique, it can also be highly cost-effective in attracting students to your vocational/technical programs.

Employer/union incentives. At the postsecondary level and for adult evening courses offered at the secondary level, part of your prospective student population is made up of fully employed people who need or desire retraining or upgrading. Unions also encourage their members to pursue professional development activities. However, such people may be reluctant to give up their only free time in order to take courses. If the employer and/or union has contracted with your institution to provide a particular course, they will undoubtedly take steps to ensure that the employees attend. To attract employees to other relevant courses, however, some effort on your part is required. You need, first, to convince the employer or union that the training provided would be of benefit to their employees or members and, thus, to their company, business, or union. You could also pursue, with the employer, the possibilities for providing incentives to encourage enrollment: provision of released time from work; company reimbursement of tuition, books, and student fees; job promotion; issuance of government bonds, and so on. With employer/ union support and employee incentives, enrollment of employees is far more likely to occur.

Determining Who Will Be Involved in Recruitment

Prospective students need to acquire as much information as possible concerning the opportunities provided through the vocational programs in your institution. The individuals who are best qualified to provide this information are those who are involved in vocational education, namely the following:

- You, as the administrator
- Vocational advisory council/committee members
- Vocational teachers and instructors
- Guidance counselors
- Vocational students (past and present)
- Parents

In order to implement an effective recruitment program, it will be necessary to involve these persons in appropriate ways in the various recruitment activities.

Your vocational advisory council/committee can often provide invaluable assistance in both the planning and implementation of recruitment activities. Because the members of such a committee/council should have been selected to represent the clients (students, parents, and employers) served, they should have a clear picture of who those clients are, where they are located, and how best to reach them. Thus, you should ensure that the members are consulted, kept aware, and involved.

You will also need to ensure that the staff are informed of the ways in which they can assist with recruitment. Before determining how to involve staff, you will need to be very familiar with the contents of teacher contracts for your institution or district. It may be that teachers must receive additional pay for participation in so-called after-school activities. It may be that they cannot be required to participate. Thus, additional incentives may be needed. Once you have identified how, and to what extent, teachers can be involved, it is suggested that you meet with the vocational instructors, as a group, to discuss the implementation of recruitment activities. At this time, staff members can share their past experiences and recommend those approaches that have been especially successful.

In addition, you will need to develop a schedule of recruitment activities and decide who will participate in each activity. For example, all of the instructors could be involved in explaining their programs during open houses and career days. Also, designated instructors need to serve on the committees responsible for arranging such functions. In determining who will make presentations to various groups in the community, you may discover that not all staff members wish to make public presentations. However, these instructors can assist in arranging such presentations, for example, by notifying organizations of the availability of other instructors who will serve as speakers.

In the development of publications, each instructor will need to assume responsibility for contributing information from his/her program area. Similarly, in some institutions, staff members can submit information directly to the newspaper and to the local radio and television stations. However, in most institutions, publicity information must be given to the in-house personnel who are responsible for submitting this information to the media. Of course, it is important that you ensure that any established procedures are followed.

In assigning the responsibility for developing displays and audiovisual materials, you may wish to establish committees, or teams, comprised of instructors who represent each program area. This approach is generally most appropriate since such materials usually contain information pertaining to all of the vocational programs.

Depending upon your situation, contacts with counselors may be handled by admissions personnel from the institution or by your staff. For example, in a secondary area vocational school or a postsecondary institution, instructors in each program area may be asked to supply the school's admissions staff with recruitment materials regarding each of the vocational and technical programs. However, if you are an administrator in a comprehensive secondary school, you may ask the "lead teacher" (department head) in each program to provide appropriate recruitment information to counselors.

As you and your staff determine who is responsible for implementing various recruitment techniques, be sure not to overlook the importance of gathering "leads" or referrals concerning individuals who may be interested in enrolling in occupational programs. Instructors and students should be responsible for sharing such information. Upon hearing of persons who are interested in vocational programs, appropriate staff members should contact those individuals, perhaps by telephone or through correspondence, to confirm their interest and give them additional information.

Finally, remember that students and parents can make valuable contributions to the recruitment program. Prospective students will be eager to have current students describe their experiences in vocational education, and parents of prospective students will want to acquire the parents' perspective of the value of vocational programs and the impact these programs have had on their children. You can involve both parents and students in recruitment by having them participate in presentations during open houses and career days. Also, it will be appropriate to have students assist with demonstrations or displays whenever these are used. In addition, students are one of the best sources for referrals of prospective students. You and your staff should encourage students to provide you with the names of their peers who may be potential enrollees.

Deciding When to Conduct Recruitment Activities

Once the recruitment priorities and techniques have been determined and it has been decided who will be involved in the various activities, the question of when the various activities should be conducted to be most effective must be addressed. Many recruitment activities--such as the distribution of program and institutional brochures, presentations by staff, and conferences between counselors and students--are more or less continuous activities. However, other events--such as career days, open houses, and recruitment announcements--need to be scheduled carefully so as to optimize their recruitment value. For example, a career day held in early March at an area vocational center for students who are expected to preregister in April for fall semester vocational programs would be more helpful than one conducted in November or May. Recruitment brochures, posters, and advertisements for postsecondary offerings need to be distributed or published just prior to the time that prospective students will be expected to apply for admission. Advertisements run too early will be forgotten before registration time and those appearing too late for students to take the desired action are of no value. Some activities such as career days and open houses require considerable lead time to make all the necessary arrangements; hence, scheduling and coordinating the work of many persons becomes very important if maximum results are to be achieved.

Even with the selection of appropriate techniques and the involvement of all the necessary personnel, excellent recruitment efforts will be of little value if they are not timely. Being timely also means that recruitment activities need to be closely coordinated with admissions and scheduling efforts and with the expectations of potential students and their parents. You need to ensure that the necessary lead time is available for the development of needed recruitment materials and that all the necessary arrangements can be made for events such as career days. To accomplish this, many vocational administrators--in conjunction with appropriate staff--develop a yearly schedule of the recruitment activities to be implemented. This is especially important in the case of secondary area vocational schools and postsecondary institutions where recruitment activities must be closely coordinated with several "feeder" schools and other community groups. An important part of such a time schedule or recruitment plan is the assignment of persons who will be responsible for each of the major activities to be conducted. Such a time schedule should also list the continuous recruitment activities that need to be carried out and what persons are responsible for them. This plan should be distributed to all the concerned and involved parties so that everyone can be made aware of the total recruitment scheme and effectively carry out their part in it.

Determining Evaluation Strategies

In order to (1) determine how effective your recruitment program is, (2) identify how it may be improved in the future, and (3) secure documented support for future activities, you need to obtain evaluative information. The recruitment priorities and objectives and the activities selected will determine the evaluation procedures that would be appropriate. For example, if one of your objectives is to increase the number of special needs students served, then one of your evaluation questions could be, "How many students in each special needs category were enrolled this year? as compared to previous years? as compared to enrollment numbers sought? or as compared to some other target?" Or for example, if one of your recruitment techniques were a direct-mail campaign, one of your evaluation questions could be "How many people responded?"

Developing the Recruitment Budget

The final step in the process is to allocate your available resources in order to support the activities you have selected. This would involve doing the following:

- Estimating the cost of each activity (e.g., in terms of personnel, supplies, equipment, and purchase of printing material or advertising space)
- Projecting the returns (actual enrollments) expected from each activity
- Allocating the most funds to those activities expected to yield the most results per dollar spent

This budget, once completed, can also serve as a guide in determining next year's requests for recruitment funds when the institution's new operating budget is prepared.

Optional Activity

If your situation allows, you may wish to increase your knowledge of available recruitment practices by completing one or more of the following activities:[2]

- Locate, obtain, and view a media presentation designed for recruitment purposes by a local secondary or postsecondary institution.
- Locate, obtain, and review (critique) sample printed recruitment materials (e.g., brochures and news releases)
- Arrange to meet with an administrator or other person(s) in charge of recruitment activities to discuss their recruitment procedures and techniques, problems encountered in using specific techniques, and solutions employed. Prepare for any such discussion by drafting a list of key questions you want to have answered.
- Survey enrolled students to determine why they enrolled? what their source of information was?
- Arrange to meet with a teacher or administrator at a feeder school for your institutional level. Discuss what vocational awareness activities are conducted by his/her school. What recruitment activities are or could appropriately be conducted there by the institutions in which his/her students could enroll?
- Interview a sampling of students to determine how they would answer the question, "What would you tell your best friend about vocational/technical) education?" Consider the implications these responses have for recruitment activities.
- Interview prospective vocational/technical students and determine what questions they have about your institution and its programs. Consider how these questions could be addressed through brochures, displays, presentations, etc.

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[2] Adapted from Gayle Sobolik, "Promoting Vocational Education and Recruiting Eligible Students," Common Core Curriculum for Vocational Education, Project Director Gwen C. Cook (Fresno, CA: California State University, Home Economics Department, 1978), pp. 13-14.

- Meet with student vocational organization members to determine what, if any, they perceive their role in recruitment to be. Brainstorm with them to identify ways in which such an organization could assist in recruitment efforts.

Activity

The following worksheet is designed to apply your knowledge of the material in the information sheet, "Student Recruitment," pp. 9-30, and to help you to relate that information to an actual educational institution. Each of the items requires that you complete activities and document your results in writing. Please respond fully, but briefly, and make sure you respond to all parts of each item. Your completed worksheet will be a rough draft for a recruitment plan.

RECRUITMENT WORKSHEET

1. You either are now, or hope to be, employed as an administrator of a vocational and/or technical institution. At what type of institution (comprehensive high school, secondary area vocational school, or postsecondary institution) do you serve or hope to serve as administrator?

2. Based on your response to item #1, select an actual institution of that type to use in responding to this worksheet. If you are employed in such an instutition, use that. If you are not employed in an institution currently, you may use a school/college attended or previously worked in, i.e., one with which you are familiar. If neither of these situations applies, select such an institution locally. (NOTE: If you select an institution locally with which you are not personally familiar, you may feel you would like to contact someone there for more information. Do not do so without first checking with your resource person. Should a number of individuals select the same school, it would be both inefficient and potentially annoying to school personnel for each module-taker to contact the school for the same information.)

   On the following page, describe the institution you have selected: name; type (comprehensive high school, secondary area vocational school, or postsecondary institution); geographic setting (urban, suburban, or rural); general types of students served (ethnic ratios and economic factors); how prospective students can be reached; admission requirements; vocational program offerings and entry requirements; and special institutional goals, requirements, or recruitment constraints.

Name of Institution

Type of Institution

Geographic Setting

General Types of Students Served

How Prospective Students Can Be Reached

Admission Requirements

Vocational Program Offerings and Entry Requirements

Special Institutional Goals, Requirements, or Recruitment Constraints

3. Recent legislation requires that students with special needs have equal access to education and be provided with the least restrictive environment therein. This means that schools need to make an extra effort to identify, recruit, and serve those persons (e.g., handicapped, minorities, elderly, those wishing to train in occupations nontraditional for their sex, disadvantaged, or limited English proficiency) who can succeed vocationally but who have been previously denied access to vocational programs.

Assume that it is fall and you, as administrator of the school you identified in item #2, need to draft a plan of recruitment strategies for your institution--a plan that includes giving attention to students with special needs. List at least ten key strategies/techniques you would use, together with the steps you would take, tentative dates for each to occur, the types of people you would involve, and how they would be involved.

SAMPLE: Hold an open house early in the spring to introduce the community to new program offerings. Start with planning meetings three months prior to final date. Involve advisory committee and vocational staff in initial planning, and then work through committee assignments. Since the community is heavily native-American, involve tribal representatives in the planning, and advertise the event through established channels in their community.

Feedback

After you have completed the "Recruitment Worksheet," arrange to have your resource person review and evaluate your responses. Give him/her the "Recruitment Checklist," pp. 37-38, to use in evaluating your work.

Name ______________________

Date ______________________

RECRUITMENT CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
1. A complete description of the institutional setting was provided in item #2 of the worksheet, including:				
a. name of institution..................	☐	☐	☐	☐
b. type of institution (e.g., post-secondary)...........................	☐	☐	☐	☐
c. geographic setting (e.g., inner city).	☐	☐	☐	☐
d. general types of students served (e.g., ethnic ratios and economic factors)............................	☐	☐	☐	☐
e. how prospective students can be reached (e.g., on the job or through television spots).....................	☐	☐	☐	☐
f. admission requirements................	☐	☐	☐	☐
g. vocational program offerings and entry requirements....................	☐	☐	☐	☐
h. special institutional goals, requirements, or recruitment constraints.....	☐	☐	☐	☐

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
2. At least ten recruitment strategies/techniques were proposed, including:				
a. description of each strategy/technique	☐	☐	☐	☐
b. steps to be taken for each	☐	☐	☐	☐
c. tentative date for each	☐	☐	☐	☐
d. persons to be involved in each	☐	☐	☐	☐
3. Each strategy/technique selected was consistent with, and appropriate for, the institutional situation described	☐	☐	☐	☐
4. The strategies/techniques, as described, should be effective in meeting the institution's stated recruitment needs	☐	☐	☐	☐
5. The tentative dates listed seem realistic.	☐	☐	☐	☐
6. For each strategy/technique, the appropriate persons or groups had been suitably involved	☐	☐	☐	☐
7. The strategies/techniques described were key ones (i.e., showed some thought and were not trivial)	☐	☐	☐	☐
8. As part of the ten strategies, adequate attention was given to students with special needs	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, the administrator and resource person should meet and, using the worksheet and checklist as a basis, discuss how the "recruitment plan" could be improved.

Learning Experience II

OVERVIEW

Enabling Objective

After completing the required reading, critique the performance of an administrator in a given case study in planning and managing the institution's admissions procedures.

Activity

You will be reading the information sheet, "School Admissions and Program Entry Procedures," pp. 41-57.

Optional Activity

You may wish to interview an experienced administrator concerning his/her role in the admissions process.

Optional Activity

You may wish to interview staff with direct responsibility for admissions/enrollment concerning recommended procedures, do's and don'ts, problems and solutions.

continued

OVERVIEW continued

Activity

You will be reading the "Case Study," pp. 59-61, and critiquing the performance of the administrator described.

Feedback

You will be evaluating your competency in critiquing the administrator's performance in planning and managing the institution's admissions procedures by comparing your completed critique with the "Model Critique," pp. 63-65.

Activity For information describing the requirements that structure the development of school admissions and program entry policies, the techniques available, and the procedures needed, read the following information sheet.

SCHOOL ADMISSIONS AND PROGRAM ENTRY PROCEDURES

Once a student's interest in a vocational program at the secondary or postsecondary level has been stimulated to the point at which he/she is considering enrollment, the institutional admissions and/or program entry procedures come into play. Students wishing to enroll in vocational courses at the secondary level will have already been "admitted" (assigned) to a secondary institution and will be seeking admission only into a particular program, either in their own school or at an area vocational school. On the other hand, students at the postsecondary level are seeking admission both to an institution and to a specific program.

Admissions and program entry procedures are simply a structured way of determining a prospective student's needs, interests, and abilities, and then weighing these against institutional and program requirements to determine (1) if your institution can meet the student's needs, and (2) if the student has a chance of success in your institution, in his/her chosen area of training, and in securing entry into his/her chosen occupation. As an administrator, you are responsible for working with counseling, admissions, and instructional staff to ensure that all requirements are identified, and that the admissions and program entry procedures are designed to elicit adequate information to determine if students meet those requirements. In addition, you are responsible for ensuring that all staff understand the procedures and for monitoring the process frequently enough to be sure that it is working--and working well, from the point of view of both the staff and the prospective students.

Institutional and Program Entry/Completion Requirements

You are not, at this point, establishing requirements; in an operational institution, these already exist. They were established by the board, the district, the curriculum planners, and the staff before the institution could begin to function. What you are doing is identifying all such institutional and program entry/completion requirements in order to ensure that these are considered in the admissions process. This is not a once-in-a-lifetime occurrence. As programs change and new programs are added, as institutional goals shift, the requirements need to be reconsidered. If, for example, your institution has a goal of increasing its service to special needs populations, it will be necessary to review your institutional and program requirements to make sure none of them unfairly eliminate such students from consideration.

Institutional requirements. In a comprehensive high school, institutional requirements are generally not a concern. Students who have completed junior high or middle school, and who reside in the appropriate geographic area, will be assigned to your school. Area vocational-technical schools, however, handle students enrolled in a variety of home schools and have some choice in whom they will accept. Thus, they may set some additional admission requirements. A common requirement for admission of students into a secondary area vocational school in many states is that they must have completed the tenth grade and/or be at least 16 years of age. Some area schools also require students to obtain a driver's license and work permit before admitting them.

At the postsecondary level, a variety of situations exist, depending primarily on institutional goals. An industry-sponsored two-year technical school, offering degree programs related to computer science, may be extremely rigid in its requirements. However, due to decreasing enrollments and a renewed interest in responding to community needs, many postsecondary institutions offer a variety of programs (e.g., degree programs, continuing education, mini-courses, and contract courses), and thus, the institutional requirements within a single institution may vary greatly depending on the program involved. There may be an open-door, nonrestrictive admissions policy for students enrolling in nondegree programs, and very specific requirements for students enrolling in degree programs. In some cases, there may be an open-door admissions policy regardless. When there are requirements, they typically include that students (1) have graduated from high school or obtained a general education diploma (GED), (2) have maintained a certain grade point average in high school, (3) have completed certain specified courses, (4) score above a designated level on specific aptitude and/or placement tests, and (5) have maintained a reasonable attendance record in high school.

Program-entry/completion requirements. When a vocational program is first established, it is (or should be) structured based on some very detailed planning. Through occupational analysis or some similar process, all the skills, knowledge, and attitudes required for the specified occupation are identified. These competencies are studied and verified. After careful consideration, those appropriate for the vocational program to be offered are selected, translated into performance objectives, sequenced, and listed in a course outline or displayed on a competency profile chart. Appropriateness is determined in several ways. What level of training is desired: entry-level? journeyman level? What previous training is the student likely to have had? What other, similar programs are offered locally (i.e., is an advanced course already available to the secondary student after graduation)?

These course outlines/competency profiles define, to a great extent, the program entry/completion requirements. Assuming the vocational programs in your institution have been based on written (and frequently updated) course outlines/competency profiles, you only need to review these--and employers' expectations--to determine, for each program, many of the relevant program entry and program completion requirements. An example of a program entry requirement (course prerequisite) for students wanting to enter a drafting program might be a certain mathematics course or proficiency level. If the students must be proficient in the use of functions, ratios, and metrics, either a prerequisite in mathematics needs to be established, a concurrent mathematics course required, or an individualized mathematics program set up within the drafting program.

Completion requirements typically include successful completion of a certain sequence and number of courses, or achievement of a specified sequence and number of competencies. Another common completion requirement at both the secondary and postsecondary levels is that of successful completion of a specified number of hours of cooperative work experience to help ensure the employability of program graduates.

Another type of entry and completion requirement derives directly from the conditions set by a given occupation for entry into its employment ranks. It is unfair to allow a student to complete a program if he/she will be unable to meet the entry requirements of the occupation upon graduation. Thus, program entry requirements should include occupational entry requirements where appropriate. For example, if the state requires child care workers and nursing students to pass a health examination, program entry should require a similar health examination. Some health occupations may not accept employees with a record of drug abuse. Law enforcement jobs generally require security clearance. Nursing professions in some states can deny licensure to persons with criminal records. In some cases, a particular occupation will have available a placement test that can help provide a basis for deciding a student's potential for succeeding in the training program and in the occupation. There is, for example, a Dental Hygiene Aptitude Test. A completion requirement that needs to be given attention, especially for postsecondary programs, is that of meeting the state's licensing and examination requirements. In most states for example, cosmetology and nursing students will have to pass state examinations before they can obtain a license to practice in their profession.

It is the responsibility of you, the vocational administrator, to be sure that occupational program entry and completion requirements are reasonable and are updated as necessary to keep them in line with occupational requirements. A periodic review of these requirements with the appropriate advisory committee and certifying agency is a responsibility shared with the instructors of each program. It is inexcusable to learn of inadequate and outdated requirements through the process of discovering that students are being rejected from occupations for which they were supposedly prepared.

Admissions Techniques

There are a variety of techniques available to assist students and staff in determining if your institution is the right one for those students. Some of these techniques involve face-to-face contact; others are in written form. A brief discussion of some key techniques follows.

Written application. The first contact a postsecondary institution or secondary area vocational school may have with a student may be through an application-for-admission form completed by the student. As a new administrator, you will undoubtedly find that the necessary form already exists. If so, you need to make sure it is adequate. If a form is not available or adequate, you need to remedy this. You or designated staff (e.g., guidance or admissions personnel) need to make any needed revisions to the existing form if inadequacies exist. To "develop" a new form, you and/or staff can work from samples available from other institutions, adapting rather than developing. (See sample 3.)

For you as administrator to determine the adequacy of the form, four elements should be considered: simplicity, clarity, thoroughness, and legality.

- Simplicity--Is the form laid out in such a way that the applicant can easily provide the required information (e.g., is the form not crammed with questions for which there is inadequate space provided for answers; are the items simply stated)?
- Clarity--Are adequate instructions provided? For example, does it say whether to use pen or pencil, whether to write or print? Does it clearly indicate which items are to be completed only by a representative of the institution ("official use only")? Where multiple responses are

SAMPLE 3

ROSS COUNTY AREA VOCATIONAL SCHOOL
APPLICATION FOR DAY PROGRAM

TO BE COMPLETED BY THE STUDENT; PLEASE USE INK; PLEASE PRINT

Student's Last Name ____ First Name ____ Home High School ____

Date of Birth ____ Age ____ Grade ____

Address ____ Town ____ County ____ Zip Code ____

Home Phone ____

Father's (or Guardian's) Name ____ Mother's (or Guardian's) Name ____

Please list, in order of preference, the courses that you are interested in taking.

1 ____ 2 ____ 3 ____

Signature of Student ____ Date ____

TO BE COMPLETED BY PARENT OR GUARDIAN

I have discussed the above application with my son/daughter and hereby give my permission for him/her to apply for admission to the Ross County Area Vocational School.

Signature of Parent or Guardian ____ Date ____

TO BE COMPLETED BY THE HOME SCHOOL COUNSELOR

Reading Grade Level ________ Math Grade Level ________

GATB ____

KUDER ____

Additional Information: Please provide any other pertinent information or personal comment that does not appear on the copy of the student's record, i.e.: personality traits, social development, strengths, weaknesses, etc.

Career Goal ____

Days Absent Grade 9 _____ Grade 10 _____ Grade 11 _____

Counselor's Signature ____________________ Date __________

Photostat or other copy of the student's complete cumulative record, including test data, school grades, and a health form (if necessary) completed by the nurse must be attached to this application.

possible, does it state whether to "check only one" or "check all that apply"?

- Thoroughness--Are all institutional and program requirements represented (i.e., will a completed form provide you with all the information needed to determine if a student meets [or can meet] all requirements)?
- Legality--Because of recent civil rights legislation, there is a great deal of sensitivity about what you can and cannot ask. Since it is illegal to discriminate against a person because of sex, race, and handicapping conditions, then it follows that it is unnecessary, even if it is not always illegal, to ask a student to provide such information. On the other hand, to ensure that, for example, you are getting women into programs nontraditional for their sex, you may wish to know which applicants are women (e.g., is Fran Mills male or female?). In addition, programs funded especially for special needs populations require proof that the intended target audience is, in fact, being served. According to the January 1980 Vocational Education Reporter, the following guidelines exist:

  > The Office of Management and Budget (OMB) has issued interim guidelines concerning the information that may be requested of individuals applying for benefits under federal programs. These benefits can include scholarships and other federal grants. Questions about race, ethnic background, age and sex may be asked on application forms when such information is necessary to determine an applicant's eligibility, the amount of benefit payable or the compliance of the program with equal opportunity laws. The guidelines note that any department or agency requiring such information must insure that it is not used in any way to discriminate against the applicant. The guidelines were written to allow departments and agencies to obtain enough information to assure themselves that they are meeting civil rights provisions of the law.

  This whole area is a sensitive one that needs your careful attention, and one in which you need to stay current with federal guidelines.

Student records. One possible indicator of a student's ability to succeed is his/her past record of academic and/or work success. Reviewing transcripts and other available prior records (e.g., attendance, recommendations, aptitude test scores, interest inventory results, I.Q. scores, or disciplinary actions taken) provides an additional means of determining the fit between student and institution/program. A postsecondary applicant who completed a competency-based secondary vocational program may have a competency profile in his/her file listing levels achieved by that student on each skill included in the occupational area. This type of information can be very helpful in determining a student's preparedness for further vocational training. In checking these records, it is important to note their currency. Unless files are weeded out periodically, they can accumulate many years of material. In most cases, the critical data is the most recent data--what the individual has done lately that has bearing on his/her ability to succeed in the program.

Bear in mind that, because of recent right-to-know rulings, students and parents have access to the students' records--and the right to deny access. While this is admirable (a person should have a right to know what's being said for or against him/her--to be able to defend him/herself), it does affect the usefulness of permanent records. Whereas, in the past, students' permanent records might have contained samples of their work, anecdotal records, and so on, they now contain (usually) only neutral, brief, basic information, inoffensive to students and parents. Clearly, it is not fair to a student to make him/her pay year after year for pushing another student down the stairs in the third grade, which could happen if people keep reading that fact in the files and making decisions based on the assumption that this behavior is still characteristic of the student. On the other hand, some potentially helpful information can also be lost in the process of "desensitizing" the files. What is important for staff to recognize is that their files have been affected, and how.

Personal interview. After the student has made initial contact concerning admission, either through a written application or some other means, a personal interview with the student is often conducted by an administrator, guidance or admissions staff, or instructional staff. This gives the student prospect a chance to ask questions about the institution and gives the institutional representative an opportunity to get to know the candidate and his/her qualifications better. The person conducting the interview should (1) be prepared, having read all the materials submitted by the applicant, (2) put the applicant at ease (e.g., "I noticed on your application form that you play tennis. Did you see the U.S. Open this past weekend?"), and (3) probe for further information or more in-depth information than that provided on the application form (i.e., don't ask questions to which you should already know the answers).

Counseling/Advising. Each secondary student has an advisor at his/her home school. This may be a guidance counselor, or an instructor such as the homeroom teacher, or both. A student who has been accepted by a postsecondary institution is also assigned an advisor. The advisor should work with the student to plan a program, both long-range and short-range. The student, to make rational decisions, must be presented with the total picture (e.g., total number of credits required for graduation and specific courses required for an associate degree in electronics), and with assistance in selecting a schedule of courses or a series of competencies for the upcoming term.

In many cases, students will not be entirely sure of their precise career goals. In those cases, the counselor/advisor needs to provide each student with a range of career information and access to related printed and nonprint materials to help the student make the necessary decisions.

Placement exams. One aid in helping students select the most appropriate program and schedule of course work is the placement exam. These are either developed by the institution or available commercially. Sources in which such placement tests may be located include the references edited by Oscar Krisen Buros: Tests in Print and Mental Measurements Yearbook (Highland Park, NJ: The Gryphon Press). In addition, the catalogs available from such organizations as the Educational Testing Service and Houghton-Mifflin list the most up-to-date placement tests they have available.

Placement exams can be used (1) to help student and advisor get a more realistic picture of the student's aptitude for the occupation, (2) to determine at what point in the instructional sequence the student needs to start, and (3) to determine if a student can be awarded credit for competencies already achieved through past educational or work experiences (e.g, advanced placement in a competency-based program). For example, a student may have a glamourized notion of what is involved in electronics. The placement exam scores may indicate that his/her math skills are very poor. Discovering that math is critical to electronics, the student could decide to pursue a different program. Or, if electronics is still the student's first choice, the scores would indicate which level of math course the student should take (e.g., remedial, or developmental, math). This testing process is sometimes called intake assessment. In other words, at the point students are taken into the institution, they are assessed to see if they possess the skills needed for success (e.g., prerequisite skills, manipulative skills, life-coping skills, or attitudes toward employment).

Registration. Registration is simply the process of signing in and signing up (enrolling) for the courses desired for a particular term/semester. The registration process may be as simple as having the secondary student fill out a schedule card at the end of the school year, indicating his/her course selections for the upcoming year, for example:

Betty Scott Homeroom 201

Business English II
General Math
General Science
Basic Business II
Physical Education

At the postsecondary level, registration for some nondegree courses may be handled by mailing in a registration form or, even, completing a simple form (and paying the fee) at the first session of the course. Normally, however, there is a registration period during which students go through a formal registration process, reporting to specific areas to meet with designated staff, complete required paperwork, pay (or arrange to pay) for fees, and so on. This may occur immediately prior to the start of the term or may occur many months in advance (called preregistration, although it is the sole registration), allowing the administration more time to make rational scheduling decisions. As with the application form, any registration forms should be simple, clear, thorough, and legal.

Orientation. The orientation of new students should be designed to make students feel welcome, to introduce them to key staff members, to explain the general layout of the facility, and to answer any questions they may have about the school or college. Students often meet in an institutionwide assembly first, and later attend smaller orientation sessions by occupational program area. In the occupational area orientation sessions, the student should have an opportunity to meet all staff, be introduced to class expectations and procedures, and have a chance to ask any remaining questions. Some institutions involve upper-level students in the orientation process to help welcome and guide the students. The orientation process should be well planned and conducted because it can help greatly in getting the students off on a positive start.

Admissions Procedures

The procedures you select should involve the previous techniques in a way that is appropriate to your institution and institutional needs. While the recruitment process tends to occur continuously all year long, the admissions procedures take place in cycles. For institutions with one major entry period, as is the case with most secondary area vocational schools, the admissions process may start in February or March and be completed by September. In the case of many postsecondary institutions, the admissions and program enrollment process occurs in three or four major cycles corresponding with and preceding the beginning of each new semester or quarter. In an increasing number of institutions, the implementation of continuous open-entry/open-exit programs tends to spread the admissions process more or less evenly throughout the year. As the vocational administrator, your job is primarily one of staffing and monitoring this process to see that everything goes smoothly.

Comprehensive high school. In a comprehensive high school, students may often confer with their advisors (counselors) briefly, simply sign up for a vocational program when they make out their schedule cards, and barring overenrollment, be automatically admitted into the program. Should there be some selection process involved, such as for cooperative education programs, then application forms, review of records, and personal interviews may be required. However, this is generally a simple-to-arrange process since it all takes place within a single institution. The instructor can simply arrange to interview the student during a study hall period, and the student's records and other teachers are right "down the hall" if needed.

Secondary area vocational school. The admissions procedures for a secondary area vocational school are usually only slightly more complicated than for a comprehensive high school. Sophomore students at the feeder schools will meet with advisors/counselors there to consider their options and select their programs (e.g., college preparatory, general, or vocational). Students selecting vocational programs offered at the secondary area vocational school then are generally required to submit a simple application form, perhaps asking for each student's first three program choices. They may also meet with area vocational school counselors to discuss their options.

Typically, at this time, any student applying will gain admittance unless a particular program is overenrolled. This is not necessarily commendable. Despite considerable efforts on the part of some vocational educators, and despite changing attitudes concerning the value of a college degree in helping one secure profitable employment, the fact remains that some counselors--themselves possessing advanced academic degrees--value college and academics. Students still report that, although they were encouraged to take the college prep track, they were merely informed briefly of the existence of vocational education options, despite their interest. Many counselors still use vocational programs as a place to put students who can't make it anywhere else, and encourage gifted students to enroll in the college prep track regardless of the student's stated desire to enroll in business programs or carpentry programs. Thus, unless a program has far too many applicants, any student who applies may be accepted to fill the required enrollment numbers for the program. Only the applicants for an overenrolled program would be examined more closely so that the most qualified could be accepted.

Clearly, this is not a reasonable situation. True, enrollment numbers must be adequate to justify the program, but just any warm bodies will not do. It is not fair to the electronics instructor to be asked to train a student with no aptitude for, or meaningful interest in, math and basic science. It is not fair to the student. It is not fair to the prospective employers of that student. The solution is in the hands of the administrator: you! Enrollment should be increased by more thorough counseling efforts, making each student *equally* aware of all the options available *for which he/she has the aptitudes and interest*. You need to ensure that counselors have the necessary information about each student (e.g., scores from aptitude tests and interest inventories) and about all the programs available. And, you need to make a concerted effort to eliminate the manifestation of the "college prep preference" on the part of any of your counselors.

Ideally, then, a student applying to a secondary area vocational school should be doing so based on a documented interest and aptitude for the program selected. And, probably, the secondary area vocational school staff should use additional techniques to ensure the students they accept are in the right programs: interviews, review of records and transcripts, and so on.

Postsecondary institution. Admissions procedures at the postsecondary level are generally more comprehensive and systematized than at the secondary level, primarily because the student body is more diverse and geographically dispersed. An instructor at a comprehensive high school has ready access to a student's permanent records, usually within the same building. A secondary area vocational school instructor can get files from member schools nearby. However, a postsecondary instructor could conceivably have a class enrollment in which no two students were from the same high school or shared the same year of graduation.

Thus, standard procedures must be established for (1) making application forms readily available to prospective applicants, (2) gaining access to the students' prior cumulative records, (3) setting up convenient interview times, (4) registering students, and (5) orienting them to the institution and their selected program. For example, if someone writes for an application, but addresses the letter to the institution with no specific person, department, or position indicated, that letter needs to be routed immediately to the correct person. That person then needs to arrange for the appropriate form(s) to be remitted quickly with an accompanying cover letter, usually a form letter. This requires that a procedure and established, relevant form letters be fixed in advance. Further, if the student must provide the institution with transcripts, additional procedures must be established. Most institutions will not, for example, accept transcripts if they come directly from the applicant (who could have falsified information). If this is your policy, then the acceptable procedures for forwarding transcripts must be established and made clear.

Interviews, too, require consideration of a variety of applicant needs. The applicant may have to travel a great distance for the interview, may be employed, or may have high school classes to attend. Therefore, interview schedules need to allow for interviews at "odd" hours--nights and weekends--and you as administrator need to arrange staff schedules to allow for this, without hardship.

General considerations. Following the completion and submission of applications, an efficient and nondiscriminatory mechanism must be established and implemented to permit a fair review of each student's application. Many important tasks are involved at this stage of the admissions process including the following:

- Checking to see that all necessary items (e.g., transcripts and health forms) have been submitted
- Checking to see that the forms submitted are complete and contain the necessary signatures
- Arranging for appropriate intake testing (if needed)
- Arranging for personal interviews with instructors where necessary
- Checking on the payment of application fees and the possible need and qualifications for financial aid
- Obtaining a fair review of the completed applications and supporting materials by designated screening personnel

As the vocational administrator, you may be wholly responsible for this process or the responsibility may be shared with others. Perhaps the most important thing to remember is that you must see that no qualified individual is denied admission to your vocational programs solely by virtue of sex, age, race, religion, or handicapping condition. In fact, in some instances you and your staff may be required to make special efforts to admit disadvantaged, handicapped, or nontraditional students. Care must also be taken to see that applications and financial aid data are treated confidentially. Since a number of persons and offices may be involved, considerable coordination of the entire process is necessary to assure that efficient and fair reviews are given all applications.

The notification of a student's acceptance or nonacceptance is a fairly simple but very important step following the review-of-application process. If a student application is not accepted because of incompleteness or other reasons that he/she may be able to rectify, the student should be explicitly told what additional information is needed. Acceptance notices should be mailed promptly, along with information about registration, a schedule of classes, and if a new student orientation program is to be conducted, the time, date, and place of that program.

Related to both the review of applications and the notification of acceptance is the concern for acceptance of students in accordance with the number of spaces allotted. Different systems exist for determining how many student spaces will be allotted for each program area. Whatever system is adopted, it should be implemented as fairly as possible. In a similar manner, regardless of the particular institution, admissions personnel must be careful not to accept more students for a particular year, semester, or quarter than the available staff and facilities will permit handling.

Registration and orientation periods also should be scheduled with students' other obligations in mind. This may mean having a lengthier open registration period (e.g., one week), with some evening hours provided. It may mean conducting the orientation session more than once.

This concern for the client's (applicant's, student's) needs is the key to providing effective, efficient admissions procedures. Things need to be kept simple. Clear directions need to be part of each technique used. Forms are of no value if they are unavailable, slow in coming, or impossible to decipher. Assessment of an applicant's potential is impossible if no one knows how to obtain his/her records. The term will not begin pleasantly if students have been abused and confused by long registration lines, conflicting information, or unnecessary duplication of questions asked. If the only orientation session is conducted while the new student is at work, it will be of little value to him/her.

Care must also be taken to address any special needs of students. For example, it is not reasonable to hold an interview on the fourth floor of a building without an elevator if the applicant is confined to a wheelchair. Nor should the blind student be expected to complete an application form unassisted. Obvious? Certainly, but it is essential that these seemingly obvious concerns be carefully identified, thought through in advance, and provided for in actuality.

The goal of the admissions process should be to enroll students, with the least amount of inconvenience, into programs that correspond with their interests, needs, and abilities. While most of the admissions functions are appropriately delegated to other staff, the role of the vocational administrator is to see that each of the admissions activities is fairly and effectively carried out. It is easy for separate admissions offices to set up rules that are awkward and inconvenient for students but convenient for the registrar. Philosophically, you must be continually aware that the mission of the institution is to teach students and that every effort should be made to keep the admissions process as simple as possible.

Review of Procedures with Staff

It is often true, as already mentioned, that most, if not all, admissions and program entry requirements will be established long before the admissions process occurs. However, it is the vocational administrator's responsibility to see that these requirements and procedures are realistic and consistent with institutionwide procedures. It is also the administrator's responsibility to see that all staff (and especially counselors, admissions personnel, and new staff) are familiar with and able to fairly implement the various procedures and requirements. Both school admissions and program entry and completion requirements need to be communicated in terms that can be clearly understood by students and parents (especially in the case of secondary students). This should be done during the admissions, enrollment, and orientation processes so that there are no unexpected and unpleasant surprises later in the training program. Admissions personnel need to be completely familiar with all the necessary forms and procedures and possess a desire to facilitate the process in every way possible. Staff should be prepared to answer students' questions and to resolve possible conflicts with the minimum amount of effort and confusion.

Staff can be exposed to these procedures in staff meetings. A document covering the procedures, explaining do's and don'ts, and giving directions for sample forms can be developed and provided to staff. Skills needed, such as effective interview techniques, can be covered in staff development activities. Staff development activities could also be offered that orient staff members to the range of programs offered at the institution and the requirements for each.

The point is that, if staff are expected to assist in and facilitate the admissions procedures, it is not enough to simply establish those procedures. You as administrator must take steps to ensure that all appropriate staff know what the approved procedures are and understand their role in and responsibilities for these procedures.

Monitoring of Staff

Your final, and continuing, responsibility for admissions involves monitoring the process to ensure that it is being implemented as designed and to get feedback concerning areas needing improvement. Spot checks should be made and informal feedback should be gathered, according to some organized plan. Although you can delegate some of this responsibility to others, you should retain at least some of this responsibility yourself.

Spot checks can be made at all points in the process. Is intake assessment occurring as needed? When acceptance/non-acceptance decisions are made, are all the necessary data available for fair decisions to be reached? Are completed application and registration forms satisfactorily filled out, or are there consistent errors, indicating a problem with the forms? Does the registration session appear to be moving smoothly, or are there long lines and students wandering around with confused or angry looks on their faces? Following registration, are all the necessary data in for each student. Are the data complete? Have all fees been paid?

Although it is possible to develop formal devices for obtaining feedback concerning the effectiveness of the institution's admissions procedures, informal techniques can generally provide you with sufficient information to identify problems and make needed improvements. In regular staff meetings, staff can be asked to pinpoint any problems they perceive in the system or to report any complaints they have received from dissatisfied registrants. A sampling of students can be identified and asked for their reactions to such questions as the following:

- Did you receive an application promptly upon request?
- Did you have any difficulty completing the application form? Were the directions clear?
- Did you have any difficulty providing all the data required?
- Did you have an interview? Was it scheduled at a convenient time? Was the interview helpful in answering your questions? Were you made to feel comfortable?
- Were you clear on how, where, and when to register? Did you receive sufficient counseling? Did registration pose any hardships or difficulties?
- Was the orientation held at a convenient time? Was it helpful? Was additional information needed?

By ensuring that admissions procedures are updated regularly based on reviews of institutional and program requirements, and feedback from staff and students, you can also ensure that your institution is adequately and fairly reviewing and enrolling the students for whom your programs have been designed.

Optional Activity

You may wish to arrange through your resource person to meet with and interview an experienced administrator concerning his/her role in the admissions process. Before the interview takes place, you should prepare a list of questions you wish to have answered, e.g.:

- How directly is he/she involved in each step of the admissions process?
- What other persons are involved, and how?
- What problems has he/she encountered, and how can they be avoided or solved?
- What techniques and procedures does he/she find to be most effective?

Optional Activity

You may wish to arrange through your resource person to meet with and interview staff with direct responsibility for admissions/enrollment at the secondary or postsecondary level. This could be such persons as admissions officers, guidance staff, administrators, or registrars. If your timing is right, you may be able to view the admissions/enrollment procedures in action. If not, you can ask questions about the procedure used, how it is kept simple, how it is evaluated and improved, do's and don'ts, problems and solutions. You could also obtain samples of the forms used. Following the interview, you may wish to critique the procedures and materials used.

Activity

The following "Case Study" describes how one administrator, Mr. Corotis, planned and managed his institution's admissions procedures. The institution is at the postsecondary level, but the general principles are similar, regardless of the level. Read the case and critique in writing (1) the performance of the administrator described, (2) the procedures used, and (3) the sample form provided. What was done right What was done wrong? What should have been done instead?

CASE STUDY

The groundwork was completed. Through staff assignments, meetings with staff and advisory committee members, and a review of all course outlines, Mr. Corotis had compiled an up-to-date report of all the institutional and program requirements that would affect admissions/enrollment. From this report, the admissions staff had developed criterion-checklists to use in screening students during the admissions process. He then met with the admissions staff to review and update copies of last year's procedures.

In order to ensure that everyone was aware of the final procedures, he arranged for a handbook to be developed. The handbook outlined the procedures and described the staff responsible for each step in the process. During a staff meeting, he passed out the handbook and presented a brief overview of its contents.

Mr. Corotis was very proud of the work that had been done. Staff had been very cooperative, and consequently, the groundwork laid seemed quite solid. Staff seemed to feel involved and enthusiastic. In line with recent legislation, a real effort had been made to meet the special needs of students. A bilingual person would be available for interviewing and during registration to assist students enrolling in programs designed for limited- or non-English-proficiency students. Staff had been given detailed information in their handbooks concerning employment opportunities for special needs students that they could share during interviews. Arrangements had been made to ensure that interviews and registration would be conducted at varying hours to accommodate student needs. Everything seemed organized and well publicized.

In an effort to monitor the process and get feedback on its adequacy, Mr. Corotis dropped in on a registration session and casually talked to a few students. He introduced himself by name and job title and asked how it was going. Each student smiled brightly and said "Just fine, thanks." Thus, Mr. Corotis was shocked when he received the following letter:

Dear Sir:

I almost decided not to enter your institution after all. Everything started out all right. I attended an interesting open house, picked up an application, completed it, and mailed it in. Shortly thereafter, I got a call from a very pleasant person requesting an interview, which was scheduled at a convenient time for me. The interview went well; the interviewer provided me with a lot of useful information. I was scheduled to take a battery of tests and met again later with an advisor to plan a program of courses. From that point, everything went downhill.

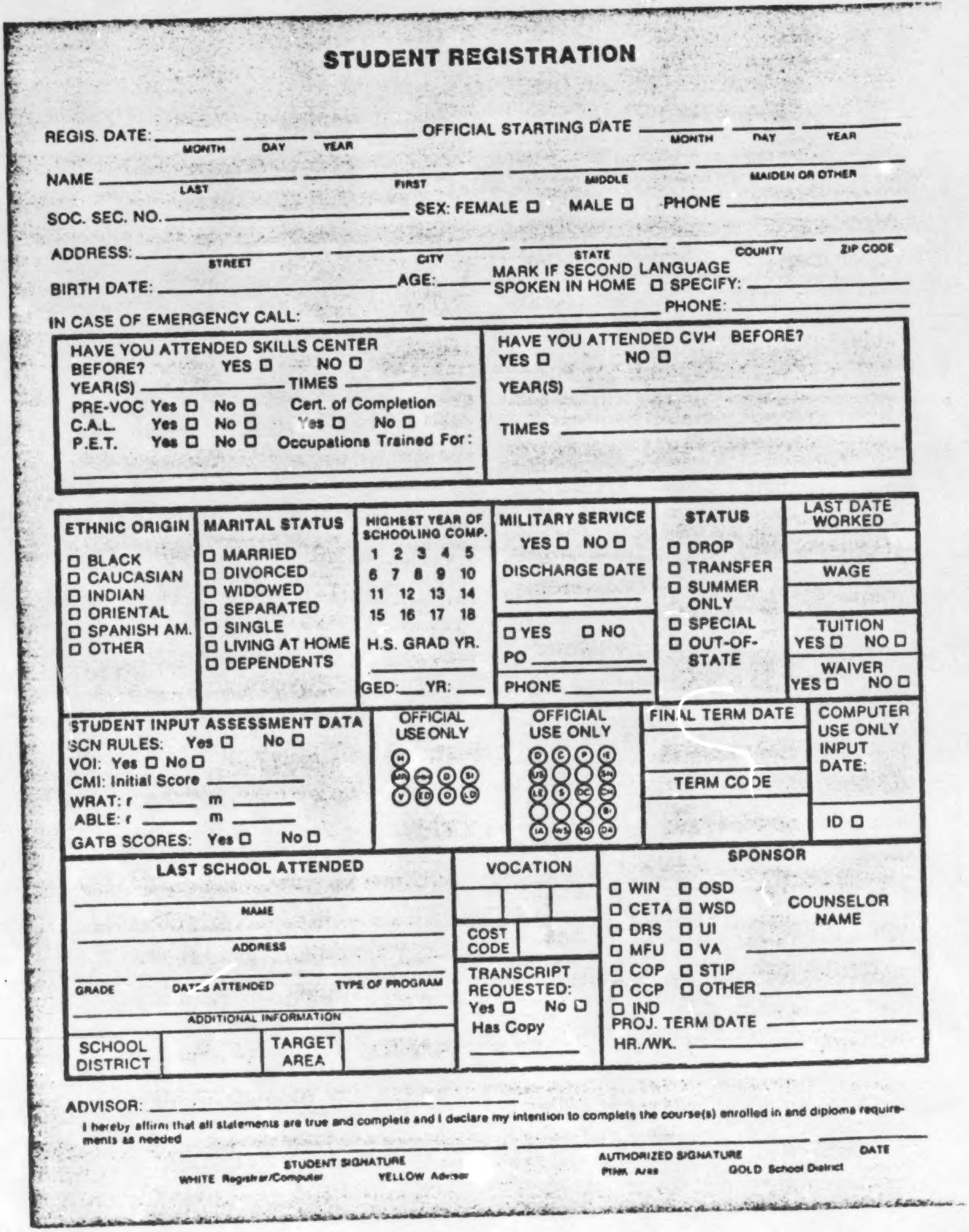
Registration day was rainy, very rainy. I reported to the building named in the printed instructions, but I must have gone in the wrong door because I couldn't find the right area. When I finally found it, I also found very long lines. I waited in one only to discover it was for students with last names beginning with A-H. So I moved to the right line and waited some more. By the time I got to the head of the line, two of my courses had been closed out. I had to leave the building, dash through the rain, and find my advisor to get approval for two different courses. Naturally she'd left for the day. I gave up and went home to get ready for work.

It took me three weeks to straighten the whole thing out. I couldn't figure out how to complete the registration form [see p. 61]. And I found out that I could get into one of the "closed out" courses just by speaking to the instructor personally. My classes so far are great, but I do not look forward to the next registration period.

Sincerely,

Mark Rozenman

Mr. Corotis met with the registration staff, who admitted there'd been some problems. He then appointed a committee to plan strategies to eliminate such problems in the future, following which they would meet to discuss the proposed strategies and select the most appropriate. Mr. Corotis had no wish for such hardships to occur again.



STUDENT REGISTRATION

REGIS. DATE: ______ ______ ______ OFFICIAL STARTING DATE ______ ______ ______
MONTH DAY YEAR MONTH DAY YEAR

NAME ______ ______ ______ ______
LAST FIRST MIDDLE MAIDEN OR OTHER

SOC. SEC. NO. ______ SEX: FEMALE ☐ MALE ☐ PHONE ______

ADDRESS: ______ ______ ______ ______ ______
STREET CITY STATE COUNTY ZIP CODE

BIRTH DATE: ______ AGE: ______ MARK IF SECOND LANGUAGE SPOKEN IN HOME ☐ SPECIFY: ______

IN CASE OF EMERGENCY CALL: ______ ______ PHONE: ______

HAVE YOU ATTENDED SKILLS CENTER BEFORE? YES ☐ NO ☐ YEAR(S) ______ TIMES ______ PRE-VOC Yes ☐ No ☐ Cert. of Completion C.A.L. Yes ☐ No ☐ Yes ☐ No ☐ P.E.T. Yes ☐ No ☐ Occupations Trained For: ______	HAVE YOU ATTENDED CVH BEFORE? YES ☐ NO ☐ YEAR(S) ______ TIMES ______

ETHNIC ORIGIN	MARITAL STATUS	HIGHEST YEAR OF SCHOOLING COMP.	MILITARY SERVICE	STATUS	LAST DATE WORKED
☐ BLACK ☐ CAUCASIAN ☐ INDIAN ☐ ORIENTAL ☐ SPANISH AM. ☐ OTHER	☐ MARRIED ☐ DIVORCED ☐ WIDOWED ☐ SEPARATED ☐ SINGLE ☐ LIVING AT HOME ☐ DEPENDENTS	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 H.S. GRAD YR. ______ GED: ___ YR: ___	YES ☐ NO ☐ DISCHARGE DATE ______ ☐ YES ☐ NO PO ______ PHONE ______	☐ DROP ☐ TRANSFER ☐ SUMMER ONLY ☐ SPECIAL ☐ OUT-OF-STATE	 WAGE TUITION YES ☐ NO ☐ WAIVER YES ☐ NO ☐

STUDENT INPUT ASSESSMENT DATA SCN RULES: Yes ☐ No ☐ VOI: Yes ☐ No ☐ CMI: Initial Score ______ WRAT: r ______ m ______ ABLE: r ______ m ______ GATB SCORES: Yes ☐ No ☐	OFFICIAL USE ONLY ○ H ○ VR ○ [illegible] ○ D ○ SI ○ V ○ ED ○ O ○ LD	OFFICIAL USE ONLY ○ D ○ C ○ P ○ IE ○ US ○ ○ ○ [illegible] ○ LE ○ S ○ DC ○ [illegible] ○ ○ ○ ○ BI ○ IA ○ WS ○ SG ○ DA	FINAL TERM DATE TERM CODE	COMPUTER USE ONLY INPUT DATE: ID ☐

LAST SCHOOL ATTENDED ______ NAME ______ ADDRESS ______ ______ ______ GRADE DATES ATTENDED TYPE OF PROGRAM ______ ADDITIONAL INFORMATION SCHOOL DISTRICT ______ TARGET AREA ______	VOCATION COST CODE TRANSCRIPT REQUESTED: Yes ☐ No ☐ Has Copy ______	SPONSOR ☐ WIN ☐ OSD ☐ CETA ☐ WSD ☐ DRS ☐ UI ☐ MFU ☐ VA ☐ COP ☐ STIP ☐ CCP ☐ OTHER ______ ☐ IND COUNSELOR NAME ______ PROJ. TERM DATE ______ HR./WK. ______

ADVISOR: ______

I hereby affirm that all statements are true and complete and I declare my intention to complete the course(s) enrolled in and diploma requirements as needed

______ ______ ______
STUDENT SIGNATURE AUTHORIZED SIGNATURE DATE

WHITE Registrar/Computer YELLOW Advisor PINK Area GOLD School District

Feedback

Compare your completed written critique of the "Case Study" with the "Model Critique" given below. Your response need not exactly duplicate the model response; however, you should have covered the same major points.

MODEL CRITIQUE

Mr. Corotis started off on the right foot. Establishing a thorough basis for decision making, involving staff in a meaningful way, providing staff with a detailed handbook, and explaining that handbook at a staff meeting were all excellent first steps. The fact that staff had been cooperative and seemed enthused is a good indication that he is providing good leadership and adequate motivation.

Perhaps the beginning of the problem that eventually surfaced occurred when he and staff met "to review and update copies of last year's procedures." Based on what happened later, they must have directed their attention just to the inherent logic of what was written on the paper rather than conducting an in-depth examination of previous procedures used and their success. This postmortem exam should have occurred at the time and should have been documented for use in revisions. If it were not, however, Mr. Corotis could have, at this time, met with "veterans" of the process--both staff and students--to get this needed feedback. It is probable that, had the planning been based on actual feedback, the subsequent problems would not have occurred.

As it was, although Mark received ample assistance initially, the registration procedure failed to meet some of the key criteria for success: simplicity, clarity, and convenience. And, had Mark Rozenman not called this fact to Mr. Corotis' attention, it could have been missed entirely. Mr. Corotis' attempt at getting feedback previously had yielded nothing, probably because (1) the effort was too unplanned, random, and casual, and (2) rookie students are unlikely to complain to the chief administrator under those circumstances; they are not yet that sure of themselves within the organization. The gathering of informal feedback does require some forethought and planning if it is to be successful. Staff or upper-level students could have been assigned to circulate, look for problems, and provide assistance. By "debriefing" these people on a regular basis, consistent problems could be identified and rectified.

In addition, although Mr. Corotis made a real effort to provide staff with clear information concerning the procedures and their roles in it, it would appear that the same effort was not made for the enrolling students. Registration is a matter of logistics. It is the simple oversights that can destroy its efficiency. Students should know which door to enter. Finding the right area should be simple. If the floor plan is confusing, and there are a multitude of entrances, perhaps a simple floor plan, with arrows pointing the way, could be sent to students as part of the directions for registration. Or, those circulating staff members and students previously mentioned, could be positioned at various entrances to serve as guides.

Those preregistration directions to students should also include information about (1) the possible need to meet again with your advisor during registration, (2) what to do if courses are closed out, (3) what to do if you cannot complete the process as planned, and so on. If advisors are required for some tasks to be completed, they should be available at those times and situated conveniently rather than in another building. It is unclear whether Mark's advisor was supposed to be present but left anyway, or whether it was not considered in the planning that advisors might be needed.

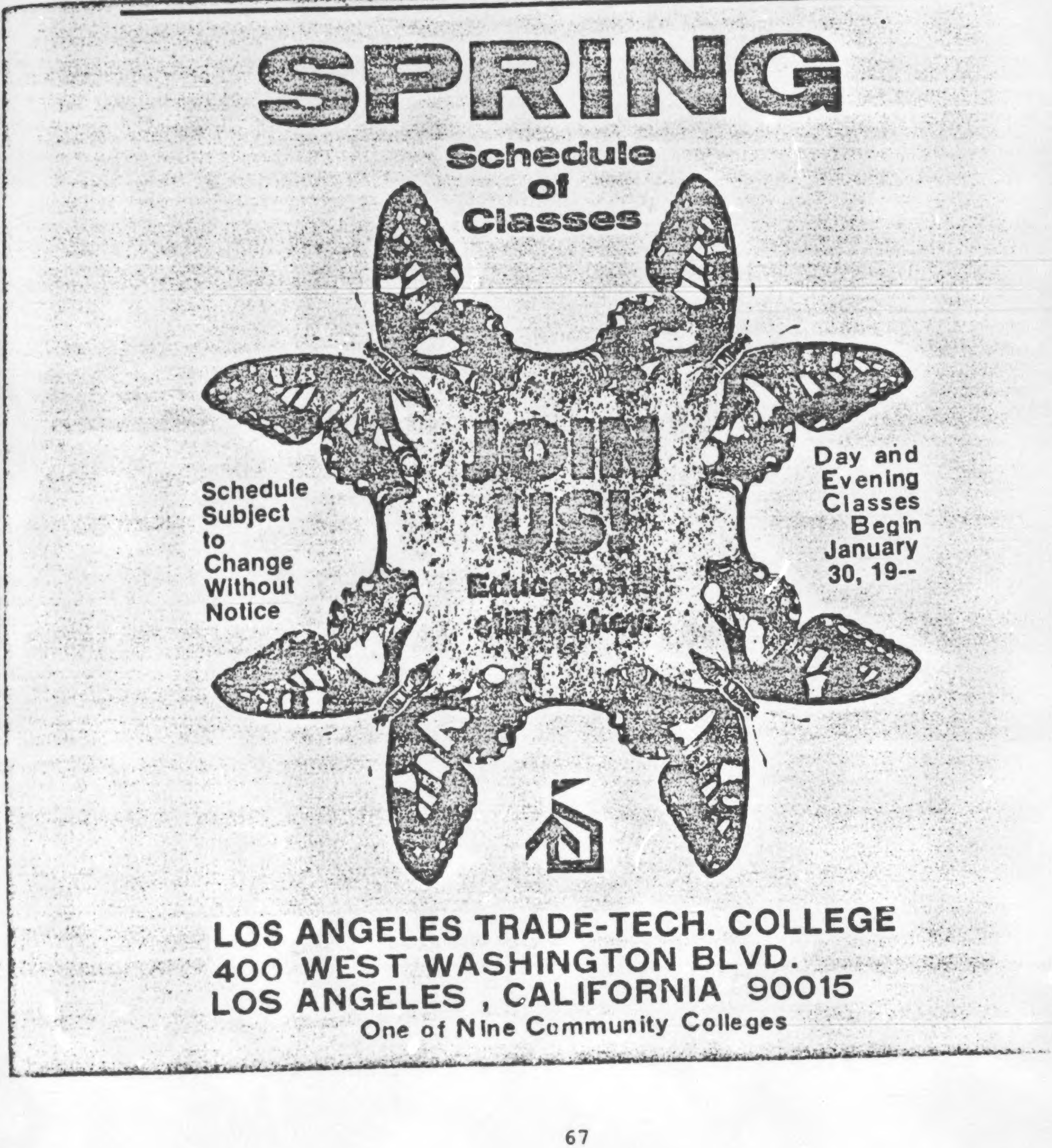
Inadequate staff may be the reason for the long lines, but anyone who has stood in a long line at a grocery store or a theatre box office knows how extremely frustrating and wasteful of time this is. A longer registration period can spread out the enrollees and shorten lines, if additional staff--even on a temporary basis--cannot be obtained. And clearly, the lines needed to be better marked so that a student does not stand in the wrong line unnecessarily. Again, if staff and students were available and circulating, this might help ensure that students were on the right track.

Finally, the registration form constitutes another weakness. Mark should not have been trying to complete it on his own since it was obviously designed to be completed by a staff member working with the student. This, however, is not clear because the form has no directions to speak of. Some directions are needed, even if the form is explained to staff (at a meeting or in their handbook). This form could also be improved in terms of layout. At present, it has too much information crowded onto one page, items run into one another, and the bold lines are too overpowering. A good secretary could design a visually more simple and appealing form. In addition, it may be that Office of Civil Rights guidelines should have been checked more carefully. Items requiring information concerning sex, marital status, and ethnic origin may be unnecessary and contrary to OCR guidlines.

Based, however, on Mr. Corotis' proven concern for doing a good job and the fact that he reacted to the letter by taking immediate steps to verify and solve the problem, he undoubtedly will succeed ultimately in providing a workable procedure. He started out well, and he ended with a firm resolve to eliminate any problems. The only task left for him to do regarding this situation is to contact Mark Rozenman and let him know his letter was received, considered seriously, and is being acted on.

Level of Performance: Your completed written critique should have covered the same major points as the "Model Critique." If you missed some points or have questions about any additional points you made, review the material in the information sheet, "School Admissions and Program Entry Procedures," pp. 41-57, or check with your resource person if necessary. You may wish also to check the excerpts from a course catalog shown in sample 4, pp. 67-76, to see how such information could have helped Mark.

SAMPLE 4



SPRING

Schedule of Classes

JOIN US!
Education
[illegible]

Schedule Subject to Change Without Notice

Day and Evening Classes Begin January 30, 19--

LOS ANGELES TRADE-TECH. COLLEGE
400 WEST WASHINGTON BLVD.
LOS ANGELES , CALIFORNIA 90015
One of Nine Community Colleges

GENERAL INFORMATION

ACCREDITATION

Los Angeles Trade-Technical College is officially accredited by the Western Association of Schools and Colleges and is fully approved under the regulations of the California State Department of Education. The University of California and other colleges and universities give credit for appropriate courses completed. This credit is determined by the Admissions Office of the accredited college.

ADMISSION REQUIREMENTS

1. Application of Admission
2. A transcript of record or its equivalent
3. High school graduation OR 18 years of age
4. Personal interest or must qualifications for a given occupation, if enrolled in trade major
5. Demonstration of ability to profit from instruction

APPROVAL

The college is approved by the Veteran's Administration, the United States Office of Education, and the United States Immigration and Naturalization Service.

ATTENDANCE:

Responsibility for regular attendance must be assumed by each student. When the number of absences exceeds the number of credits for the class, the students has been absent excessively and may be dropped from class.

AUDITING

No auditing is permitted. Any student who attends a class must be enrolled officially in that class for college credit.

CHANGE OF NAME OR ADDRESS:

Any change in a student's legal name or place of residence should be reported to the Office of the Registrar immediately.

OUT-OF-DISTRICT PERMIT:

Each applicant is required to file a Statement of Residence for the purpose of ascertaining the school district jurisdiction in order to comply with the law. Where required, an applicant must obtain a permit from the school district of his jurisdiction.

OUT-OF-STATE RESIDENTS

Must be prepared to pay a non-resident tuition fee of $60 per unit at the time of registration.

PREREQUISITES:

It is the student's obligation to KNOW and MEET course requirements BEFORE enrolling.

WITHDRAWAL

To insure proper grading, students must formally withdraw by completing a form issued by the Office of the Registrar.

WORK EXPERIENCE

Students may enroll for work experience credit. Contact Work Experience Coordinator, room F-215. The office is open from 5:30-8:30 p.m. the first three weeks of each semester and daily from 7 a.m. to 3 p.m.

DISCONTINUANCE OF CLASSES

The college reserves the right to discontinue any class in which enrollment is not deemed to be sufficient.

ENTRANCE PROCEDURES

An applicant seeking admission as a full-time student to the college may take a placement inventory to evaluate his aptitudes and interests. These are given at frequent intervals. Appointments made in advance facilitate processing of applicants. Admission to trade majors depends on ability to meet the requirements for the particular occupation. The purpose of the occupational entrance battery is to aid the applicant in his choice of occupation. After completing the entrance battery the Trade Major applicant is interviewed by an instructor and a counselor relative to physical fitness to pursue the preferred course, general background information, and aptitude. High school students desiring to enroll immediately after graduation are encouraged to qualify for college admission before their graduation.

EXPENSES

The Associated Student Activity Card is $6.50 per semester for day students, $2.50 per semester for evening students. Students are expected to provide needed tools, supplies, uniforms, textbooks, etc., required in each class. No tuition fee is charged for residents of the State of California. Membership in the Associated Student Body is NOT mandatory. Material and service fees differ among programs. Exact figures may be obtained from the appropriate department coordinator.

To Locate Department Coordinators and Chairpersons:

DEPARTMENT	NAME	OFFICE	PHONE EXT.
Apparel Art	[illegible] Bard	D-222	471
Art	John Kazan	H 300	351
Arts, Technology and [illegible]	Jack Lewin	F-344	380
Automotive Technology	William Roth	F-220	381
Building Construction Technology	Charles Pequette	B-130	270
Cooperative Education	Duane Puryear	K301	381
Cosmetology	Mrs. M. Shurgot	A-336	486
Culinary Arts	Lloyd Crane	H-106	388
Drafting	Victor Veley	D-715	360
Electrical Technology	Walter Aldrich	B-320	357
Electronics Technology	Victor Veley	E-215	290
Language Arts	Ms. Lee Hancock	F-303	382
Health Occupations and Nursing	Mrs. M. Shurgot	A-336	490
Metal Technology	Robert Mann	F-244	301
Physical Education	Chuck Born	J-210	441
Printing Technology	Don Heppard	C-204	341
Science and Math	James Mosley	K-400	384

Continuing Education-Evening Division

DEPARTMENT	COORDINATOR	OFFICE	PHONE Ext.
Apprenticeship Education	J. Landes	B-320	299
Business and General Studies	Dr. M. Forman	K-210	387
Trade and Technical	J. Ross	A-109	206

STANDARDS OF STUDENT CONDUCT

A student enrolling in one of the Los Angeles Community Colleges may rightfully expect that the faculty and administrators will maintain an environment in which there is freedom to learn. This requires that there be appropriate conditions and opportunities in the classroom and on the campus. As members of the College Community, students should be encouraged to develop the capacity for critical judgment; to engage in sustained and independent search for truth; and to exercise their rights to free inquiry and free speech in a responsible, non-violent manner.

Students shall respect and obey civil and criminal law, and shall be subject to legal penalties for violation of laws of the city, county, state, and nation.

Student conduct in all of the Los Angeles Community Colleges must conform to District and college rules and regulations. Violations of such rules and regulations, for which students are subject to disciplinary action, include, but are not limited to, the following:

1. Willful disobedience to directions of college officials acting in the performance of their duties.
2. Violation of college rules and regulations including those concerning student organizations, the use of college facilities, or the time, place, and manner of public expression or distribution of materials.
3. Dishonesty, such as cheating, or knowingly furnishing false information to the colleges.
4. Unauthorized entry to or use of the college facilities.
5. Forgery, alteration, or misuse of college documents, records, or identification.
6. Obstruction or disruption of classes, administration, disciplinary procedures, or authorized college activities.
7. Theft of or damage to property belonging to the college, a member of the college community, or a campus visitor.
8. Disorderly, lewd, indecent, obscene, or offensive conduct or expression which interferes with the college's primary educational responsibility or adversely affects a student's standing as a responsible member of the college community.
9. Assault or battery, abuse, or any threat of force or violence directed toward any member of the college community or campus visitor engaged in authorized activities.
10. Use, possession, distribution, or presence on a campus while under the influence of alcoholic beverages, narcotics, or other dangerous drugs, such as marijuana and lysergic acid dithylamide (LSD), except as expressly permitted by law.
11. Possession, while on a college campus or at a college sponsored function, of any of the following weapons (except persons given permission by the college President or his designated representatives or members of law enforcement agencies, as police officers): any instrument or weapon of the kind commonly known as blackjack, sling shot, fire bomb, billy club, sandclub, sandbag, metal knuckles, any dirk, dagger, firearm (loaded or unloaded), as pistol, revolver, rifle, etc.; any knife having a blade longer than five inches; any switchblade longer than two inches; any razor with an unguarded blade; any metal pipe or bar used or intended to be used as a club; or any item, such as a chain, used to threaten bodily harm.

Special Services

Athletic Director	M. Pelke	J-203	441
Child Development Center	Mary Norman	Bung. 173	323
College Nurse	V. Flore	E-102	278
Community Services Coordinator	A. Bondo	P-109	466
Financial Aids	A. Carey	O-201	321
Head Counselor	W. Polnick	A-130	416
Instructional Services Center (Library)	H. Eckes	Library	21'
Placement Coordinator	L. Williams	K-172	291
Public Information	D. Beverage	A-116B	325
Registrar	W. Garesh	A-104	425
Veteran's Coordinator	J. Dutton	A-137	409
Career Guidance	I. Connolly	M-177	290

SPRING 1979 CALENDAR

September 25 - January 12, 19--	Dates to file applications for admission, Spring 19--
November 13-30	Priority card distribution to continuing students from the previous Fall
December 4 - 15	Advance registration of students enrolled the previous Fall
January 2 - 5, 1979	Advance registration—existing full day trades application must be on file
January 2 - 5	Advance registration of first-time evening students application must be on file
January 8 - 19	Registration of first-time students application must be on file
January 22 - 26	Open enrollment
January 29	Semester begins (no classroom instruction)
January 30	Class instruction begins (an enrolled student absent from first meeting of class forfeits his right to a position in class)
January 29 - February 2	Late enrollment
February 2	Last day to register
February 9	Last day to make program changes
February 12	Lincoln's Birthday (Legal Holiday)
February 19	Washington's Birthday (Legal Holiday)
February 23	Last day to file credit/no credit classes
March 9	Last day to petition for graduation students completing in June
March 23	Last day for students to drop with a "W" grade
April 9 - 13	Spring recess (District Holiday)
May 18	Last day for an instructor to drop a student with a "W" grade
May 28	Memorial Day (Legal Holiday)
June 4 - 15	Final examination period
June 14	Graduation Exercises
June 15	Spring semester ends

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NOTICE

The Los Angeles Community College District and Los Angeles Trade-Technical College have made every reasonable effort to determine that everything stated in this Los Angeles Trade-Technical College class schedule is accurate. Courses and programs offered, together with other matters contained herein, are subject to change without notice by the Administration of the Los Angeles Community College District or Los Angeles Trade-Technical College for reasons related to student enrollment, level of financial support, or for any other reason, at the discretion of the district and the college. The district and the college further reserve the right to add, amend, or repeal any of their rules, regulations, policies, and procedures.

SPRING 19--
REGISTRATION BEGINS

CONTINUING STUDENTS

December 4 Through December 15
(Holidays Excluded)

NEW STUDENTS

January 8 Through January 19
APPLICATIONS MUST BE ON FILE

LOS ANGELES COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
WALLACE ALBERTSON, President
ARTHUR H. BRONSON, Vice President
GWEN MOORE, J. WILLIAM OROZCO
RALPH RICHARDSON, Ph.D., MONROE F. RICHMAN, M.D.
RICK TUTTLE, Ph.D.
OFFICERS OF ADMINISTRATION
DR. LESLIE KOLTAI, Chancellor
DR. JOHN T. McCUEN, Vice Chancellor
Educational Planning and Development
WILLIAM W. SPAETER, Vice Chancellor
Personnel Services
WILLIAM J. PROVANCE, Vice Chancellor
Business Services
LARRY J. FRIERSON, General Counsel
LOS ANGELES TRADE-TECHNICAL COLLEGE
THOMAS L. STEVENS, Jr., President
MR. JAMES HEINSELMAN
Dean of Instruction
WILLIAM M. MANN
Dean of Educational Services
DR. WILLIAM G. THOMAS
Dean of Student Personnel Services
DONALD FISHER
Assistant Dean of Instruction
DR. JEANETTE R. HUSHAW
Assistant Dean of Instruction
J. WILLIAM MILLS
Assistant Dean of Student Activities
THOMAS D. WILLIAMS
Assistant Dean of Admissions & Guidance

GENERAL INFORMATION

(Continued from Page 2)

LOS ANGELES TRADE-TECHNICAL COLLEGE GENERAL EDUCATION REQUIREMENTS THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

I. NATURAL SCIENCES - (7 units minimum) One course in Physical Science and one course in Biological Science with a laboratory course from either field.

A. Physical Science
  - Anthropology 1
  - Astronomy 1
  - Chemistry 3__, 4, 9__
  - Geography 1
  - Geology 1, 6__
  - Physics 11
  - Physical Science 1
  - Science 1__ 20

B. Biological Science
  - Biology 3__ 23
  - Physiology 1, 6
  - Microbiology __20__

II. SOCIAL SCIENCES - (9 units minimum; 3 courses required) Two courses are required from Group A and at least one course from Group B.

A. The mandatory U.S. History, Constitution, State and Local Government requirement may be satisfied by either:
  - History 11 with 12 or 13
  - History 41 with 42
  - History 43 with 44
  - Political Science 1 with History 11, 12, 13, 14, 41, 42, 43, or 44

B. At least one course from the following:
  - Anthropology 2, 3
  - Business 1, 5
  - Economics 1, 2, 4, 5
  - Geography 2
  - History 1, 2
  - Law 1, 30 Political Science 2
  - Psychology 1, 2, 3, 11, 14
  - Social Science 12, 14
  - Sociology 1, 2, 12, 19
  - Spanish 12, 16
  - Anthropology 2, 3

III. HUMANITIES - (6 units minimum) Courses must be taken from at least two subject fields.
  - Art 1, 2, 3, 17, 20, 21, 22, 23, 27, 28
  - Chinese 1, 2
  - English 2, 3, 4, 5, 6, 7, 8, 11, 12, 13, 14, 18, 19, 27, 34
  - French 1, 2
  - Humanities 60, 61
  - Japanese 8, 12, 13
  - Music 1, 6, 28, 32, 52, 59
  - Philosophy 1, 23
  - Spanish 1, 2, 8, 12, 21, 22
  - Speech 4, 17
  - Theater Arts 44, 46, 47

IV. BASIC SUBJECTS - (11 units minimum) Both courses required from Group A, one course from Group B, and at least one course from Group C.

A. Communication - Two courses required:
  - English 1
  - Speech 1

B. Health Education - One course required:
  - Health 10, 11, 12

C. Other Basic Subjects - One course required:
  - English 44, 48
  - Journalism 1, 5, 6
  - Mathematics 3, 4, 7, 8, 11, 12, 14, 20, 23, 24
  - Philosophy 8
  - Speech 2, 3
  - Statistics 1

V. ELECTIVES - Additional courses from categories I, II, III or IV and any courses acceptable for certification by another college in the Los Angeles Community College District may be used to meet the 40-unit minimum.

Total General Education units required.................... 40

LOS ANGELES TRADE-TECHNICAL COLLEGE REQUIREMENTS FOR THE ASSOCIATE DEGREE

A minimum of 60 units must be completed with a grade point average of 2.0 (C) or better. A minimum of 12 units must be completed in residence at Trade-Tech. Students under 21 years of age must include a physical education course each semester unless exempt. Refer to the college catalog for specific requirements for the major.

ESSENTIAL GENERAL EDUCATION REQUIREMENTS: For an Associate Degree a minimum of 15 units including a course in Health Education and a minimum of 3 units in each of the following areas are required: Natural Science, Social Science, Humanities, and Learning Skills. The following courses may be used to satisfy the 15-unit General Education Requirements:

1. Natural Science (3 units minimum)
  - Anthropology 1
  - Astronomy 1, 2
  - Biology 3, 23
  - Chemistry 1, 3, 4, 9, 11
  - Environmental Studies 2
  - Geography 1
  - Geology 1, 6
  - Microbiology 1, 20
  - Oceanography 1
  - Physical Science 1
  - Physics 6, 11
  - Physiology 1, 6

2. Social Science (3 units minimum) Any one of the following courses will satisfy the requirement in national, state and local government.
  - History 6, 11, 12, 13, 14, 33, 41, 42, 43, 44
  - Political Science 1, 33

3. Humanities (3 units minimum)
  - Art 1, 2, 3, 4, 9, 17, 20, 21, 23, 27, 28
  - Chinese 1, 2
  - English 2, 3, 4, 5, 6, 7, 8, 11, 12, 13, 14, 18, 19, 27, 30, 34, 62
  - French 1, 2
  - Humanities 60
  - Japanese 8, 12, 13, 14, 21, 22
  - Journalism 21
  - Music 1, 28, 32, 52, 55, 59
  - Philosophy 1, 2, 8, 22, 23
  - Spanish 1, 2, 8, 12
  - Speech 4, 17
  - Theater Arts 2, 44, 46, 47

4. Learning Skills (3 units minimum) Any one of the following courses will satisfy the requirement in written communications:
  - Business 32, 33
  - English 1, 22, 28, 29, 44, 46
  - Journalism 1
  - Secretarial Science 38
  - Supervision 12

5. Health Education (one course required)
  - Health 10, 11, 12 (Health 11 is 3 units)

The 15-unit General Education requirement may be completed with additional courses from those listed above or from the following electives:
  - Anthropology 2, 3
  - Business 1, 5, 31, 38
  - Economics 1, 2, 4, 5
  - English 21, 33, 46, 47, 64
  - Environmental Studies 4, 6, 10
  - Finance 8
  - Geography 2
  - History 1, 2, 5, 6, 19, 20, 24, 27
  - Journalism 5, 6, 16, 18
  - Law 1, 30
  - Spanish 16
  - Special Education 20, 29
  - Speech 1, 2, 3, 8, 11, 13
  - Statistics 1, 2
  - Mathematics 3, 4, 7, 8, 11, 12, 14, 20, 23, 24, 30, 31, 32, 37, 38
  - Philosophy 8
  - Political Science 2, 7, 41
  - Psychology 1, 2, 3, 4, 8, 9, 11, 13, 14, 20
  - Secretarial Science 31
  - Social Science 14
  - Sociology 1, 2, 6, 11, 12, 13, 19

Note: These requirements may not completely fulfill General Education requirements for a four-year institution. Consult with a counselor regarding the transfer curriculum.

TRANSFER INFORMATION FOR CALIFORNIA STATE UNIVERSITY AND COLLEGES

ADMISSION. A Los Angeles Trade-Technical College student seeking admission to a California state university or college should file an application with the state institution during the filing period set by the university or college. Applications are available in the Trade-Tech Counseling Office. A student who was eligible for admission to the California State University or Colleges upon his graduation from high school but has attended a community college must have earned a grade point average of "C" or better in the total program attempted and have been in good standing in order to be accepted by the state institution. A student who was ineligible for admission to the California State University and Colleges on the basis of the high school record may become eligible after completing 56 or more transferable semester units of college work with a "C" average if the student is in good standing at the last college attended. A student intending to transfer to a state university or college should plan his program to meet the graduation requirements of that institution.

REQUIREMENTS FOR THE BACHELOR'S DEGREE. The degree requirements at the California State University and Colleges consist, in general, of two parts.

(1) Major department requirements which are a part of the students field of specialization. See a Counselor.

(2) General education requirements which are required of all degree candidates.

GENERAL EDUCATION REQUIREMENTS. If all college work before transfer to a California state university or college will have been completed at one or more of the colleges in the Los Angeles Community College District and if the A.A. degree will be earned, the Los Angeles Trade-Tech program for general education certification should be followed.

The student who will not qualify for the Los Angeles Trade-Tech certification must plan to meet the specific California State University and Colleges criteria for completion of a general education pattern before earning the Bachelor's degree. Consult the Counseling Office and the catalog of the state institution for a list of courses applicable toward these requirements.

(1) He must complete all of his college work at LATTC or have transfer credit only from another college in the Los Angeles Community College District.

(2) He must petition for an A.A. degree (a minimum of 60 units required)

(3) He must complete LATTC General Education Certificate requirement as outlined on the reverse of this sheet.

In addition to the basic 40-unit pattern set forth, several of the California State Universities and Colleges require specific courses and additional units. Consult with a Counselor for detailed information. These units may be completed at LATTC or they may be taken after transfer to the state institution.

OPEN CLASS POLICY

Unless specifically exempted by statute, every course for which state aid is claimed is fully open to any person who has been admitted to the college and who meets the appropriate academic prerequisites (Senate Bill 1841, Chapter 323 of the 1976 statutes)

COURSE DESCRIPTIONS

In addition to the course title and the number of units per semester the following code letters will be found.

U — This course is acceptable for credit at all branches of the University of California.

The following four designations refer to the transferability to the California State Universities and Colleges

(1) B—baccalaureate level — transferable
(2) O—occupational level — not normally transferable
(3) PD—prerequisite level of development level — not normally transferable
(4) L—limited number of units are accepted for transfer

NON-DISCRIMINATION POLICY

The Los Angeles Community College District, in compliance with civil rights legislation, hereby asserts that it does not discriminate on the basis of race, color, national origin, ancestry, religion, creed, sex, age or handicap in its employment or educational programs and activities. Inquiries regarding the application of the policy may be directed to the Director of Human Development. Telephone 380-6000, Ext. 315.

STUDENT RECORDS

The Los Angeles Community College District, in compliance with Federal and State law, has established policies, rules and regulations regarding student records, and the control of personally identifiable information. The responsibility for carrying out these provisions is charged to the College Records Officer designated by the chief administrative office on each campus.

At Los Angeles Trade-Technical College the Coordinator of Admissions and Records serves as the Records Officer, with an office located in Room A-104. Copies of Federal and State laws and District and college rules and regulations are maintained on file, which are available for inspection and inquiry by students and other properly qualified individuals.

All educational records maintained by the various offices and departments of the college pertaining to an individual student, other than those specifically expected by law, are open to inspection by the student concerned. The accuracy and appropriateness of these records may be "challenged" in writing to the College Records Officer.

Copies of records may be obtained at a cost not to exceed the actual costs of reproduction. Requests for access to records and copies of records should be directed to the Records Officer, other than requests for transcripts which are made directly to the Office of Admissions.

No student records or personally identifiable information other than directory information will be released to any individual or outside party without the express consent of the student concerned, other than to those individuals or agencies specifically excepted by law (e.g., college officials, governmental officials pursuant to their legal duties, agencies in connection with financial aid, etc.). Questions or concerns with reference to the release of information should be directed to the Records Officer.

The responsibilities of the Records Officer include the interpretation and application of Board policies regarding the location of various types of records, the review and expunging of records when appropriate, maintaining a "log" or record of access, the rights of students and former students, and making available criteria used in the determination of "officials and employees" and those individuals with "legitimate educational interests." A student has the right to file a complaint with the United States Department of Health, Education and Welfare concerning an alleged failure of the college to comply with Federal law. (Section 438 of the General Education Provisions Act).

The Los Angeles Community Colleges may release directory information. The directory information which may be released includes: student's name, address, telephone number, date and place of birth, major field of study, class schedule, participation in officially recognized activities and sports, weight and height of members of athletic teams, date of attendance, degrees and awards received, and the most recent previous public or private school attended by the student. The student has the right to request that this directory information not be released. Provision will be made by the college for the student to make this request as part of the admissions procedure during the registration process. This directory information may be released to prospective employers, in media releases, in athletic press books, in announcements of scholarships and awards, and for other purposes approved by the college administration.

Table of Contents

Many classes are offered at various locations. Check all locations indicated before making your choice. Some courses are offered only at certain locations, individual courses may be offered at a number of locations.

For your convenience, the following codes have been used:

"MC" (Main Campus, 400 W. Washington Blvd.) Pages 9 to 46
746-0800 Ext. 411
"OR" (Outreach — various locations) Pages 45 and 46
746-0800

Guidance information can be had by calling 746-0800 Ext. 411

Accounting MC 15, OR 46
Air Conditioning and Refrigeration MC 33
Anthropology MC 9
Apprenticeship Classes Misc. Location Pg. 43-45
Architectural Drafting MC 31-32
Art MC 9
Astronomy MC 9
Automatic Vending Machines MC 39
Auto Body and Fender MC 23
Auto Mechanics MC 23, 25
Auto Servicing MC 26
Basic Air Conditioning Techniques MC 33
Bindery MC 41
Biology MC 9
Business MC 16
Business Data Processing MC 16
Business Law MC 16
Building and Grounds Management MC 27
Building Construction Techniques MC 27
Cabinetmaking and Millwork MC 27-28
Carpentry MC 28
Catering MC 30-31
Ceramics Technology MC 39
Chef Training MC 31
Chemical Technology MC 29
Chemistry MC 9
Child Development MC 9
Clothing Mfg. Assistant MC 20
College Basic Skills MC 9-10
Commercial Art MC 21
Computer Maintenance Technician MC 36
Cook, Assistant MC 31, OR 46
Cooking, Institutional MC 31
Cosmetology MC 30
Drafting Room Assistant MC 32
Economics MC 16
Education and Special Education MC 10
Electrical Construction Engineering Associate MC 35
Electrical Construction and Maintenance MC 34-35
Electric Motor Repair MC 34
Electronics Assistant MC 35-[illegible]
Electronics Eng. Technician MC 38
Electronics Technology MC 36
English MC 10-11, OR 50
Environmental Studies MC 11
Fashion Design MC 19-20
Finance MC 16
Geography MC 11
Geology MC 11
Graphic Arts Composition MC 41
Graphic Arts Management MC 41
Graphic Arts Presswork MC 41
Health MC 11
Health Occupations Core MC 37, OR 46
History MC 11-12, OR 46
Hotel and Motel Management MC 31, OR 46
Humanities MC 11
Industrial Sewing MC 20
Inspection Technology MC 26
Journalism MC 11
Law MC 12
Library Media Technology MC 11-12
Machine Shop MC 39-40
Management MC 16, OR 46
Manicuring MC 30
Marketing MC 16
Math MC 12-13
Mechanical Assistant MC 32-33
Metallurgical Technician MC 40
Microbiology MC 12
Music MC 12
Motorcycle Repair MC 26-27
Nurses Aide MC 37
Nursing MC 37-38
Oceanography MC 12
Office Machines MC 16
Operating Room Technician MC 38
Operation and Maintenance Eng. MC 26
Painting and Decorating MC 28
Paint Technology MC 26
Philosophy MC 13
Photography T MC 22
Photo Lab Technician MC 22
Photo Offset MC 42-43
Physical Education MC 13
Physical Science MC 14
Physics MC 14
Physiology MC 14
Plastics Technician MC 40-41
Plumbing MC 26-29
Political Sciences MC 14
Printing Technology-Graphic Arts MC 41
Professional Baking MC 30
Psychiatric Technician MC 38
Psychology MC 14
Radio Communications MC 37
Radio and Television Science MC 36-37
Real Estate MC 16
Refrigeration and Air Conditioning Mechanics MC 33-34
Registered Nursing MC 38
Restaurant Management MC 31
Office Administration MC 16-18, OR 45-46
Sheet Metal MC 29
Sign Graphics MC 22
Sociology MC 14
Solid Waste Management MC 41
Spanish MC 14, OR 45-46
Speech MC 14-15
Statistics MC 15, OR 45
Street Maintenance MC 29, OR 46
Supervision MC 19, OR 46
Tailoring MC 20
Technical Illustration MC 22-23
Telephone PBX MC 37
Theater MC 15
Transportation MC 19
Truck and Heavy Equipment Repair MC 27, OR 46
Visual Merchandising and Display MC 22
Vocational Art Fundamentals MC 20-21
Vocational Nursing MC 37-38
Water Systems Technology MC 29-30
Welding-Gas and Electric MC 41
Work Experience Education MC 43
Zoology MC 15

LOS ANGELES TRADE-TECHNICAL MAIN CAMPUS

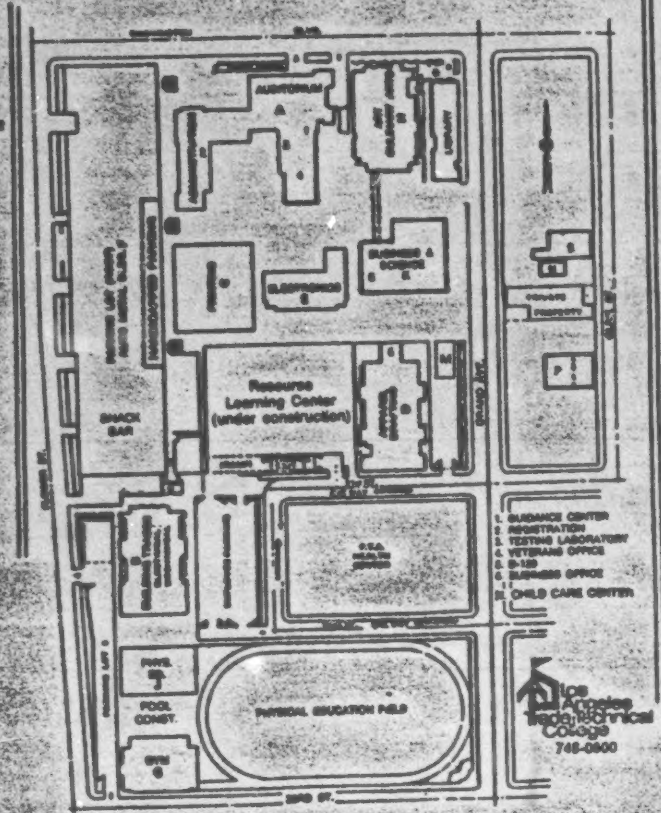
"WHERE TO FIND IT"

BLDG.—A
1. Guidance & Counseling Rm. A-130
2. Vet's Office Rm. A-137
3. Admissions Rm. A-104, 108, 102
4. Testing Rm. A-139

CAFETERIA
Rm. H-107

BLDG.—E
1. Health Center Rm. E-108
2. Handicapped Services Rm. E-110

BLDG.—D
1. Campus Police Rm. D-180
2. Registration Annex D-120


WASHINGTON BLVD.
AUDITORIUM
LIBRARY
ELECTRONICS
BUSINESS & SCIENCE
Resource Learning Center (under construction)
SNACK BAR
GRAND AVE.
FLOWER ST.
1. GUIDANCE CENTER
2. REGISTRATION
3. TESTING LABORATORY
4. VETERANS OFFICE
5. D-120
6. BUSINESS OFFICE
7. CHILD CARE CENTER
PHYS. ED.
POOL CONST.
GYM
PHYSICAL EDUCATION FIELD
23RD ST.
Los Angeles Trade-Technical College
748-0800

BLDG.—K
1. Cashiers Rm. K-127
2. Book Store Rm. K-102
3. Student Activities Rm. K-009
4. Business Office Rm. K-126
5. Communication & Learning Skills Center Rm. K-210
6. Personnel Office Rm. K-205
7. Student Lounge Rm. K-009

BLDG.—P
1. E.O.P. & Services Rm. P-201
2. Financial Aids Rm. P-107
3. Community Services Rm. P-108

BLDG.—N
Child Care Center Rm. N

BLDG.—M
Student Job Placement and Career Guidance Rm. M-172

LOS ANGELES TRADE-
TECHNICAL COLLEGE
400 W. WASHINGTON BLVD.
LOS ANGELES, CALIF. 90015

An enrolled student who is absent from the first meeting of class forfeits the right to a position in class.

SPRING 19--
SCHEDULE OF CLASSES

CLASSES BEGIN
JANUARY 30

SCHEDULE SUBJECT TO
CHANGE WITHOUT NOTICE

LOS ANGELES
TRADE-TECHNICAL
COLLEGE
400 WEST WASHINGTON BLVD.
LOS ANGELES, CALIF. 90015
ONE OF NINE
LOS ANGELES
COMMUNITY COLLEGES

The Los Angeles Community College District and Los Angeles Trade-Technical College have made every reasonable effort to determine that everything stated in this Los Angeles Trade-Technical College class schedule is accurate. Courses and programs offered, together with other matters contained herein, are subject to change without notice by the Administration of the Los Angeles Community College District or Los Angeles Trade-Technical College for reasons related to student enrollment, level of financial support, or for any other reason, at the discretion of the district and the college. The district and the college further reserve the right to add, amend, or repeal any of their rules, regulations, policies and procedures.

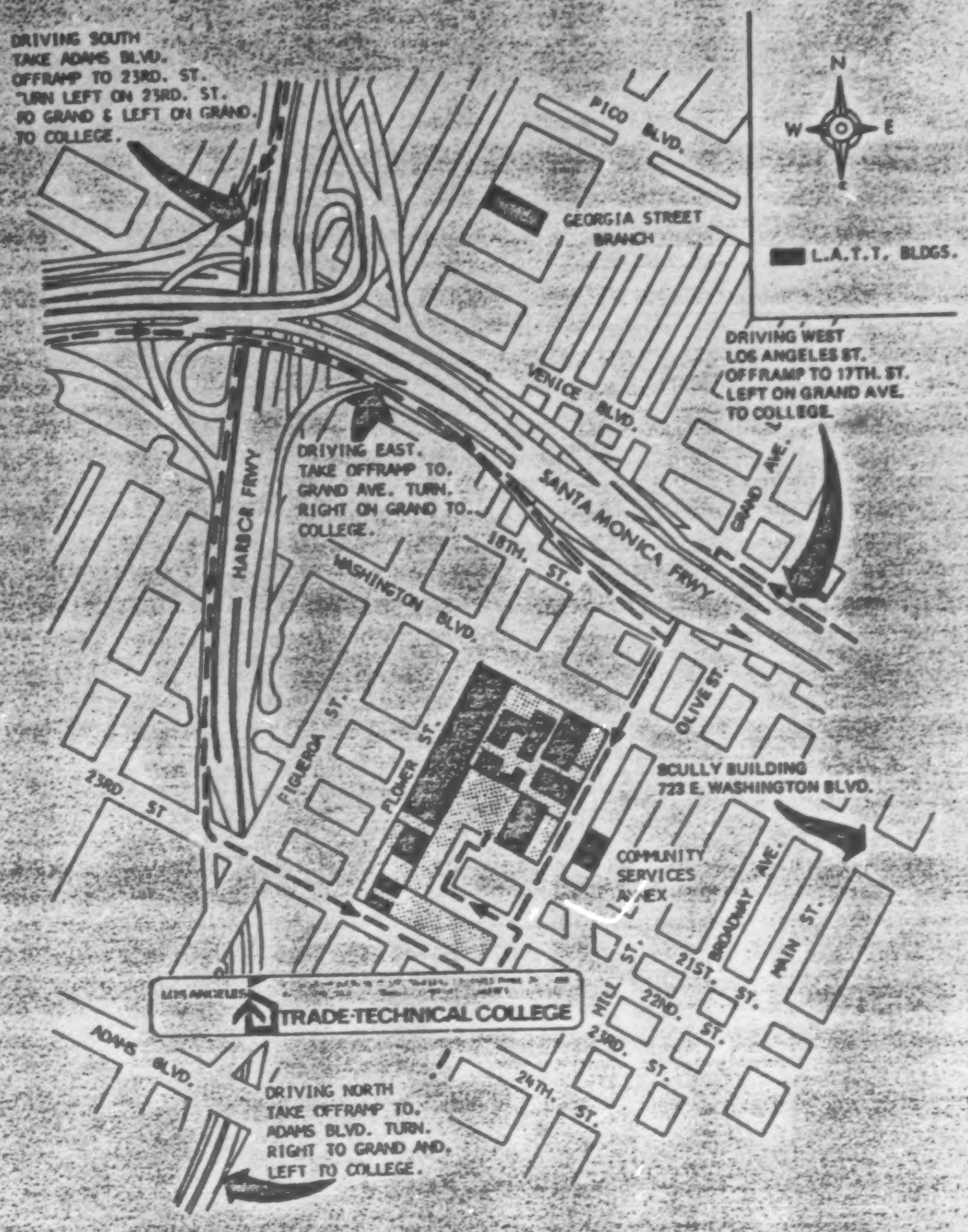
ACADEMIC AND GENERAL EDUCATION

LOCATION OF COLLEGE CLASSES

College Classes are held at the following locations by Building and Room Number: Classes held in Buildings A, B, C, D, E, F, H, J and K are located on the Main College Campus, 400 West Washington Boulevard, Los Angeles, Ca. 90015. Classes held in Building GS are located at 1368 South Georgia St.

- **Arts, Philosophy and Social Sciences Department Offerings**
  Administration of Justice, Anthropology, Art, Child Development, Education, Geography, Health, History, Law, Music, Philosophy, Political Science, Psychology, Social Science, Sociology, Special Education
- **Language Arts Department Offerings**
  Chinese, Developmental Communications, English, French, Humanities, Japanese, Journalism, Spanish, Speech, Theater Arts
- **Library/Media Technology Department Offerings**
  Library/Media Technician
- **Physical Education Department Offerings**
  Physical Education, Recreation Leadership
- **Science and Mathematics Department Offerings**
  Astronomy, Biology, Chemistry, Environmental Studies, Geology, Mathematics, Microbiology, Oceanography, Physical Science, Physics, Physiology, Statistics
- **Labor Studies**

[illegible]


PICO BLVD.
N
W
E
GEORGIA STREET BRANCH
L.A.T.T. BLDGS.
VENICE BLVD.
HARBOR FRWY
SANTA MONICA FRWY
GRAND AVE.
18TH. ST.
WASHINGTON BLVD.
OLIVE ST
FIGUEROA ST.
FLOWER ST.
23RD. ST
SCULLY BUILDING
723 E. WASHINGTON BLVD.
COMMUNITY SERVICES ANNEX
BROADWAY AVE.
MAIN ST.
21ST. ST.
22ND. ST.
23RD. ST.
HILL ST.
24TH. ST.
ADAMS BLVD.
LOS ANGELES TRADE-TECHNICAL COLLEGE

DRIVING SOUTH
TAKE ADAMS BLVD.
OFFRAMP TO 23RD. ST.
TURN LEFT ON 23RD. ST.
TO GRAND & LEFT ON GRAND.
TO COLLEGE.

DRIVING WEST
LOS ANGELES ST.
OFFRAMP TO 17TH. ST.
LEFT ON GRAND AVE.
TO COLLEGE.

DRIVING EAST.
TAKE OFFRAMP TO.
GRAND AVE. TURN.
RIGHT ON GRAND TO.
COLLEGE.

DRIVING NORTH
TAKE OFFRAMP TO.
ADAMS BLVD. TURN.
RIGHT TO GRAND AND.
LEFT TO COLLEGE.

INFORMATION CENTER: K BUILDING, 1st FLOOR LOBBY

Adding and Dropping a Class	Guidance A-130, 9 AM-8 PM
Address, Change of	Admissions, A-104, 9 AM-8 PM
Admission, to Trade-Tech	Guidance, A-130, 7:30 AM-8:30 PM
Career Guidance Center	M-177, 8:30 AM-4 PM
Books & Supplies	Bookstore, K-102, Mon-Thur - 7:30 AM-8 PM Fri - 7:30 AM-3:30 PM
Bus Ticket	A-104
Campus Clubs, Joining & Forming	Student Activities, K-008, 8 AM-4 PM
Child Care	Building N, 6:45 AM-2 PM
Community Services Classes	P-108
Course Work Problems	Guidance, A-130, 7:30 AM-8:30 PM
Credit, No-Credit Courses	Guidance, A-130, 7:30 AM-8:30 PM
Credit by Examination	Department Chairman
Cooperative Education	Mr. Nardella, E-215, 8 AM-4:30 PM
Early Release, Military	Veterans' Office, A-137, Mon-Thur - 8 AM-4:30 PM & 6 PM-8:30 PM; Fri - 8:30 AM-4:30 PM
EOP & S. Peer Counseling & Peer Tutoring Offered	P118B, M-F, 8-4:30 PM
Events on Campus, Scheduling & Attending	Student Activities, K-008, 8 AM-4 PM
Financial Aid	Financial Aids Office, P-107, 9 AM-2 PM Mon & Wed - 4 PM-7 PM; Also, for forms and assistance: EOPS Peer Counselors, P-118B, 8 AM-4:30 PM
Fee, Paying or Waiving	Business Office, K-126, 8:30 AM-7:30 PM
Foreign Students (F-1 Visa)	Mrs. Squillante, A-130, 8 AM-3 PM
Grade Changes	Admissions, A-104, 8 AM-4:30 PM
Graduation, Petitions	Admissions, A-100, 8 AM-4:30 PM Evening Students, A-130, 8 AM-8 PM
Graduation, Counseling	Guidance, A-130, 8 AM-8 PM
Grants	Financial Aids, P-107, 9 AM-2 PM Mon & Wed - 4 PM-7 PM
Health Problems	Health Center, E-102, Mon-Thur - 7:00 AM-9:30 PM; Fri - 7:00 AM-3:30 PM; Sat - 8 AM-3 PM
High School Students (Veysey)	A-134
ID Cards, Replacement	Admissions, A-104 & 106, 9 AM-8 PM
Information, General	Information Center, K-Building Lobby Student Activities Office - K-008
Jobs, Applying and Finding	Placement Office, M-176, 8 AM-4:30 PM
Locating Students	Student Activities, K-008, 8 AM-4 PM
Loans	Financial Aids, P-107, 9 AM-2 PM
Lost & Found	Campus Police, D-150, Open 24 hours
Money	See Financial Aid
Parking Permits	Business Office, K-126
Posters, Literature, Permission for	Mr. Mills, Student Activities, K-008, 8 AM-4 PM
Placement Scores	Guidance, A-130, 7:30 AM 3 PM
Personal Guidance	Guidance, A-130, 7:30 AM-8:30 PM
Petitions, General	Forms at A-100 submit to counselor at A-130
Recreation, Leisure, Games, Study	Student Lounge, Basement of K-Building K-008, 8 AM-4 PM
Registration Questions	Guidance, A-130, 7:30 AM-8:30 PM
Residence Information	Admissions, A-104 & 106, 8 AM-8 PM
Scholarships	Financial Aids Office, P-107, 9 AM-2 PM
Student Leadership, Government	Student Body Offices, K-008 & K 001
Television, Classes by	Guidance, A-130, 7:30 AM-8:30 PM
Transfer, to Another School	Guidance, A-130, 7:30 AM-8:30 PM
Transcripts, How to Obtain Them	Admissions, A-102, 8 AM-4:30 PM
Tutors	Tutoring, K-210, Mon-Thur - 8:30 AM-8 PM Fri - 8:30 AM-4:30 PM; Sat - 8:30 AM-3 PM Tutors also available in P-118B & F-102
Veterans' Benefits	Veterans' Office, A-137, Mon-Thur - 8 AM-4:30 PM & 6 PM-8:30 PM; Fri - 8:30 AM-4:30 PM
Veterans' Representative Office	F-120A, Mon, Tue & Thur- 10 AM-6:30 PM Wed - 10 AM-8:30 PM; Fri - 9 AM-5:30 PM
Withdrawing from College	Admissions, A-104 & 106, 9 AM-8 PM

Learning Experience III

FINAL EXPERIENCE

Terminal Objective

While working in an actual administrative situation, manage student recruitment and admissions.*

Activity

As part of your administrative responsibility, manage student recruitment and admissions. This will include--

- designing and implementing a recruitment strategy
- arranging for the preparation of recruitment materials
- developing and implementing admissions procedures
- involving appropriate persons and groups
- interpreting and applying affirmative action laws and regulations
- monitoring the recruitment and admissions processes as needed

NOTE: Due to the nature of this experience, you will need to have access to an actual administrative situation over an extended period of time.

As you complete each of the above activities, document your activities (in writing, on tape, through a log) for assessment purposes.

continued

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*If you are not currently working in an actual administrative situation, this learning experience may be deferred, with the approval of your resource person, until you have access to an actual administrative situation.

FINAL EXPERIENCE continued

Arrange to have your resource person review any products (e.g., copies of recruitment and admissions procedures, or printed recruitment materials) produced under your leadership, and the documentation of your activities. If possible, arrange to have your resource person observe at least one instance in which you are working with staff to plan or implement recruitment or admissions procedures (e.g., a meeting at which you orient staff to their role in recruitment).

Your total competency will be assessed by your resource person, using the "Administrator Performance Assessment Form," pp. 79-83.

Based upon the criteria specified in the assessment instrument, your resource person will determine whether you are competent in managing student recruitment and admissions.

Name ______________________

Date ______________________

ADMINISTRATOR PERFORMANCE ASSESSMENT FORM

Manage Student Recruitment and Admissions

Directions: Indicate the level of the administrator's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In managing student recruitment activities, the administrator:						
1. specified (or arranged for the specification of) recruitment priorities based on a careful analysis of:						
a. the institution's nature and goals/mission.................	☐	☐	☐	☐	☐	☐
b. who should be recruited.......	☐	☐	☐	☐	☐	☐
c. where prospective students are.........................	☐	☐	☐	☐	☐	☐
d. how active recruitment efforts need to be............	☐	☐	☐	☐	☐	☐
e. financial and staff resources available to carry out the task.........................	☐	☐	☐	☐	☐	☐

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
2. designed (or arranged for the design of) a recruitment strategy, including:						
a. selection of techniques (activities)..................	☐	☐	☐	☐	☐	☐
b. description of each strategy/ technique.....................	☐	☐	☐	☐	☐	☐
c. steps to be taken for each....	☐	☐	☐	☐	☐	☐
d. tentative date(s) for each....	☐	☐	☐	☐	☐	☐
e. persons to be involved in each........................	☐	☐	☐	☐	☐	☐
f. budget allocations............	☐	☐	☐	☐	☐	☐
3. designed (or arranged for the design of) a recruitment strategy that met the following criteria:						
a. each strategy/technique was consistent with and appropriate for the institutional situation.....................	☐	☐	☐	☐	☐	☐
b. each strategy/technique should be effective in meeting the institution's recruitment needs.............	☐	☐	☐	☐	☐	☐
c. the tentative dates listed seem realistic................	☐	☐	☐	☐	☐	☐
d. the appropriate persons or groups had been suitably involved (e.g., advisory committees and former students)..	☐	☐	☐	☐	☐	☐
e. adequate attention was given to special needs groups and affirmative action policies...	☐	☐	☐	☐	☐	☐

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
f. strategies/techniques were coordinated with other school/community events to eliminate calendar conflicts............	☐	☐	☐	☐	☐	☐
g. strategies/techniques were articulated with other recruitment efforts (institutionwide, districtwide, and statewide)..................	☐	☐	☐	☐	☐	☐
4. arranged for the preparation of effective recruitment literature and materials that were:						
a. bias free.....................	☐	☐	☐	☐	☐	☐
b. targeted to the characteristics and interests of the intended audience.............	☐	☐	☐	☐	☐	☐
c. attractive....................	☐	☐	☐	☐	☐	☐
d. accurate......................	☐	☐	☐	☐	☐	☐
e. complete (e.g., contained all necessary information)........	☐	☐	☐	☐	☐	☐
5. kept staff informed of their recruitment responsibilities......	☐	☐	☐	☐	☐	☐
6. ensured that all staff had adequate information to recruit effectively....................	☐	☐	☐	☐	☐	☐
7. encouraged staff, students, and former students to participate in recruitment.....................	☐	☐	☐	☐	☐	☐
8. participated in recruitment activities as needed.............	☐	☐	☐	☐	☐	☐
9. monitored the recruitment efforts periodically......................	☐	☐	☐	☐	☐	☐

In managing student admissions, the administrator:

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
10. identified (or directed the identification of) the following requirements that form the basis for the establishment of admissions procedures:						
a. institutional admissions requirements..................	☐	☐	☐	☐	☐	☐
b. accreditation and licensing requirements..................	☐	☐	☐	☐	☐	☐
c. program entry requirements (e.g., prerequisites required).....................	☐	☐	☐	☐	☐	☐
d. program completion requirements (e.g., competencies required).....................	☐	☐	☐	☐	☐	☐
e. graduation requirements (e.g., number and types of courses)......................	☐	☐	☐	☐	☐	☐
f. affirmative action laws and regulations..................	☐	☐	☐	☐	☐	☐
11. directed the development of admissions procedures.............	☐	☐	☐	☐	☐	☐
12. directed the development, adaptation, or revision of all necessary admission forms, each of which was:						
a. simple........................	☐	☐	☐	☐	☐	☐
b. clear.........................	☐	☐	☐	☐	☐	☐
c. thorough......................	☐	☐	☐	☐	☐	☐
d. legal.........................	☐	☐	☐	☐	☐	☐

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
13. oriented all appropriate staff to the admissions procedures and their role in the process.........	☐	☐	☐	☐	☐	☐
14. provided additional information to staff if necessary (e.g., overview of program offerings, orientation to vocational education, or workshop on effective interview techniques).............	☐	☐	☐	☐	☐	☐
15. monitored the entire process to provide reinforcement, offer assistance, and obtain feedback...	☐	☐	☐	☐	☐	☐

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the administrator and resource person should meet to determine what additional activities the administrator needs to complete in order to reach competency in the weak area(s).

ADDITIONAL RECOMMENDED REFERENCES

Barton, David W., Jr., ed. *Marketing Higher Education*. New Directions for Higher Education Quarterly Sourcebook, Number 21. San Francisco, CA: Jossey-Bass, Spring 1978.

Building Public Confidence in Your Schools. Arlington, VA: National School Public Relations Association, 1978.

Farlow, Helen. *Publicizing and Promoting Programs*. New York, NY: McGraw-Hill Book Company, 1979.

Ihlanfeldt, William. *Achieving Optimal Enrollments and Tuition Revenues: A Guide to Modern Methods of Market Research, Student Recruitment, and Institutional Pricing*. San Francisco, CA: Jossey-Bass, 1980.

A Marketing Approach to Student Recruitment. Alexandria, VA: Council for Advancement and Support of Education (CASE), 1980.

Masat, Francis E. "Easing the Trauma of Transfer." *Community and Junior College Journal*. 50 (February 1980): 10-13.

Pucel, David. *Review and Synthesis of Criteria Useful for the Selection and Admission of Vocational Students*. IN 212. Columbus, OH: The National Center for Research in Vocational Education, 1980.

Quann, C. James, and Associates. *Admissions, Academic Records, and Registrar Services: A Handbook of Policies and Procedures*. The Jossey-Bass Series in Higher Education. San Francisco, CA: Jossey-Bass, 1979.

"Statement of Principles of Good Practice for Members of the National Association of College Admissions Counselors." Skokie, IL: NACAC, June 1976.

"Vocational Education Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap." *Federal Registrar*. Wednesday, March 21, 1979.

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